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ABSTRACT

To assist senior high school teachers and counselors in focusing more of the formal and informal curriculum upon career development, the resource guide offers suggested learning activities and supporting resource materials within a broad framework of career development objectives. Chapter 1 is a 1-page overview. Chapter 2 contains suggestions for implementing career development activities and programs with a brief conceptual framework for career education, and applying organizational change concepts. An outline of career education evaluation is presented in Chapter 3, with suggestions for specific evaluation instruments. Chapter 4 is primarily an outline of student outcome goals and objectives which form the organizational framework for all learning activities and resources in the guide. The body of the guide consists of learning activities and resources which support the five basic goals of career development: Self-esteem, decision-making, career-lifestyle exploration, interpersonal competence, and a work ethic. Each of the five goals is presented with performance and behavioral objectives involving learning activities (with suggested grade and/or subject areas and recommended resources for most of the activities). A partially annotated list of periodicals, books, and films is also included. Eighty of the resources listed in the bibliography are included in an appendix, e.g., exercises, tests, and guidelines. (Author/TA)

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A RESOURCE GUIDE FOR CAREER DEVELOPMENT IN THE SENIOR HIGH SCHOOL

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHAPTER 1

INTRODUCTION

The purpose of this resource guide is to assist senior high school teachers and counselors in focusing more of both the formal and informal curriculum upon career development. Suggested learning activities and supporting resource materials are presented within a broad framework of career development objectives. Some ways of implementing this guide might include: (1) an interdisciplinary faculty planning team might develop several subject units or mini-courses along departmental lines or on an interdisciplinary basis, (2) a particular department might consider particular learning activities, units, and/or courses, possibly in conjunction with the junior high colleagues, (3) an individual teacher or co-curricular advisor may wish to refocus or enrich the regular curriculum with career development concepts. In summary, concepts of a career development curriculum can be implemented by everyone in the school without necessarily adding on a new curriculum, but merely by refocusing some of the rationale, materials, and learning activities of the present curriculum.

Chapter two contains suggestions for the implementation of career development activities and programs with a brief conceptual framework for career education, as well as applications of organizational change concepts.

An outline of career education evaluation is presented in chapter three, along with suggestions for specific evaluation instruments.

Chapter four is primarily an outline of student outcome goals and objectives which form the organizational framework for all of the learning activities and resources in the guide.

The body of the guide consists of many pages of learning activities and print and nonprint resources which are suggested as supporting five basic goals of career development: self-esteem, decision-making, career-life style exploration, interpersonal competence, and a work ethic. Under each of the basic five goals there are five or six performance objectives each with two or more behavioral objectives. Each behavioral objective has several learning activities and, in some instances, particular sequences, grade levels, and departmental designations are recommended with the awareness that such generalizations are difficult to make across schools and perhaps even within particular schools.

The suggested resources include eighty appendix items, periodicals and books available in school libraries, various Pupil Personnel Services and other Minnesota Department of Education publications, as well as several paperback references. Up-to-date films to support the guide objectives are often suggested.

In summary, the costs of materials to implement most of the objectives and activities in the guide are not high; what is needed most is the creativity and cooperative efforts of teachers, counselors, administrators and the community.

CHAPTER 2

IMPLEMENTATION

What is Career Development?

Career development refers to those aspects of a student's self-esteem and personal growth that are not only necessary for a successful vocational life but are also enhanced by a successful vocational life. Super (1957) describes career development as the implementation of a self-concept through a series of life stages. A broad developmental model of career development suggests several needs for education: (1) an inclusion of all of the curriculum areas, as well as the informal curriculum experiences of a school, such as co-curricular activities, student grading and discipline policies; (2) the cooperation of all curriculum areas, pupil personnel services and the community; and (3) planned developmental activities K-12 and beyond. See Tennyson et al (1965) and Hoyt et al (1972) for an elaboration of these points.

Some Specific Elements of Career Education

Specific programs in job placement, follow-up studies, student grading alternatives, resource centers, community advisory committees, teacher advisor programs, mini-courses, intern programs, and teacher in-service programs can be considered vital elements in a school's comprehensive career development program. Job placement can be considered as a developmental function of the school starting with pre-work skills assessment, application, and employment simulations and in-school work experience programs (see appendix A-54) open to all students and starting at least by junior high school. Senior high job placement programs might be considered as a continuation of junior high programs, with the additional elements of entry level placements and long-term alumni follow-up studies. Placement programs need to be a central part of the "academic" curriculum, serving all departments and students rather than an isolated program affecting only a small segment of the students and staff.

Student grading or evaluation also has the potential for being based on student behaviors more closely related to the work world, which becomes a grading system in which all students can experience some success. Student self-evaluation is helpful in teaching responsibility, and the use of student evaluations of other students is suggested in some learning activities.

A career development resource center utilizing print and nonprint materials, which are staff and student generated, and staff and student maintained, can be a major facilitator of a comprehensive career development program. The resource center can also utilize community volunteer aides or paid paraprofessionals, and be an integral part of the job placement program.

The widespread use of directed field trips to community work stations, community speakers and seminars in the schools, worker interns, community surveys with staff and student participation are all ways of developing a truly community resource center to implement a comprehensive career development program.

A community advisory committee can provide much of the necessary support for job placement, alternatives to student grading, the development of a career development resource center and other school-community bridges such as teacher and community worker exchanges (for some suggested functions, see appendix A-81).

A volunteer teacher-advisory program has the potential to involve interested teachers in educational-vocational advising and personal counseling, if time and in-service training are provided for individual and small group student contacts. Personalized teacher-student contact has the potential to stimulate more realistic curriculum experiences in the classroom.

The development of a greater variety of elective courses, semester, quarter or mini-courses and intern experiences appealing to different interest and aptitude levels is one way of developing self-concept exploration and practice in decision-making.

Staff in-service programs can be generated from the use of community resources within a school district or region as exemplified by Robbinsdale's program (Helling, 1971). Hansen's (1970) review of guidance practices provides a comprehensive description of trends and programs in career development on a nationwide basis. The amount of innovation in the state is impressive and a comprehensive state-wide survey along the lines of Hansen's national survey is needed. The projects funded by the Vocational-Technical Division of the State Department of Education, along with some locally funded projects were surveyed by Benson (1972).

The Process of Program Development

The process of program implementation includes:

1. determination of student needs,
2. analysis of the school's organizational framework,
3. general program planning,
4. specific techniques and framework for implementation,
5. evaluation and recycling of steps 1 through 4.

The determination of student needs includes an analysis of current school and community programs and resources, as well as student attitudes, skills and knowledge. In the preliminary steps of information gathering, a base of support for change can be established by including teachers, administrators, parents and students in the planning and execution of a career development study. See appendix A-82 for an example of a student survey.

The scope of the analysis of the school and community setting is dependent on the extent of the change considered. A single classroom, a department, a building, a district or a multiple district change might be contemplated. Whatever the scope of the change, the social organization directly involved needs to be looked at in terms of: (1) formal and informal power structures and resultant decision-making processes, (2) organizational climate for change, and (3) the communication processes. Enlisting the support of formal leaders such as department chairmen, curriculum coordinators and student council officers is necessary, along with the support of informal leaders.

All of the various subgroups within an educational setting, which often are delineated by characteristics such as age, seniority, sex, social influence, resistance to change, etc., need to be considered. Authoritarian decision-making in its pure form in education is often replaced by attempts at democratic decision-making in which majority votes are used; however, in implementing change, an integrated decision by consensus is really needed if commitment to action is required by the participants. "Power play" majority votes for change where a disgruntled minority feels "railroaded" are costly in the long run. A "false consensus" decision-making process can lead to invalid assumptions of general commitment to action, hidden agendas, and feelings of rivalry and competition rather than cooperation. Any efforts towards integrated compromise and real consensus pays dividends. Polarization can occur between "change advocates" and the "resistors." The goal of decision by consensus would suggest efforts to incorporate the views of resistors and changing resistor attitudes rather than marshalling greater force among change advocates. The communication processes needed to achieve decision-making by consensus and cooperation involve trust and communication.

Generating plans for change required the involvement of the participants in the program. Administrators planning for teachers without teacher participation, and teachers planning for students without student participation risk engendering attitudes of resistance and a lack of cooperation. (See the Hollow Square, appendix A-49.)

Specific techniques for implementing comprehensive career development programs should build support systems within the different staff, student and community reference groups. Consideration needs to be given to the "visibility" of programs and early efforts should be in areas having not more than middle levels of resistance and areas having a high probability of success. For a more detailed account of the change agent process, see Organizational Development: Steps in appendix A-83.

x

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CHAPTER 3

EVALUATION OF CAREER DEVELOPMENT PROJECTS

The focus of current approaches to program evaluation emphasize a developmental-behavioral model of evaluation with constant monitoring of process and outcome. A three phase program is suggested with evaluation of techniques and materials as related to staff, community, and students. Evaluation as suggested by Moss (1968) looks at outcomes, not just program description, and considers the effects of program intervention on outcomes measured over time. The Systems Approach by Campbell et al (1971) suggests a ten phase operational model for design and evaluation of programs.

A primary consideration in the evaluation is to provide a framework for gathering data on a continuous basis so that the weekly-yearly program decisions can be made on outcome evidence. The first phase of an evaluation program is basically establishing a foundation of techniques and materials. Comparisions often have to be made between students having no systematic program and students in the program. In the second phase the goals can be re-established and alternative techniques and programs generated. By the third phase, comparisons between methods and techniques should be made with awareness of costs in terms of personal, materials, and other resources.

Cost knowledge of alternate methods is necessary to decision making and, therefore, careful records of resources utilized have to be maintained.

A Suggested Evaluation Model

Based on the previous considerations, a five phase sequential evaluation model is suggested. The model includes constant monitoring of progress attained in the three major outcome areas: staff, students and community; as well as consideration of alternate intervention systems at each major point of the recycling process. The model is only as good as its weakest component and, therefore, balance in terms of the quality of each component is suggested.

Phase I: General need assessment

A. The community and school setting are assessed and described.

B. The basic needs in terms of students, staff and community are determined. (See Appendix A-82)

C. The baseline data to evaluate attitude and behavior change as the result of program interventions is determined.

D. General program guidelines are established.

Phase II: Specific student behavioral outcomes and teaching-learning strategies are selected

A. Student behavioral goals, including cognitive and attitudinal aspects, are described developmentally.

B. Specific teaching-learning strategies and the resources necessary to carry out the student objectives are selected.

Phase III: Staff and community outcomes necessary to program implementation are described as well as the process strategies selected

A. Staff and community behavioral outcomes are specified.

B. Staff and community programs for program are selected and related to outcome development.

Phase IV: The outcomes are measured and evaluated

A. Student outcomes are monitored continuously and compared with past growth and change.

B. Staff and community process outcomes are measured and compared.

C. As an experimental approach is incorporated into the program at least yearly outcomes are compared between treatment groups.

Phase V: The cycle of goal and technique selection and program implementation is repeated

Some Suggested Program Outcomes Include:

A. Student Outcomes

I. To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

II. To apply decision making skills to the formation of a tentative career hypothesis.

III. To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

IV. To develop and apply the interpersonal competence skills required in preferred career plans and life style(s).

V. To develop a respect for work, including its personal, as well as its social, contributions and implications.

B. Staff Outcomes

I. To develop increased teacher instruction of sociology of work concepts and attitudes.

II. To expand opportunities for pre-vocational experiences within the curriculum.

III. To increase cooperation among participating staff members in career development instruction including mutual planning and specialization.

C. Community Outcomes

I. To increase community involvement in providing resource speakers and interview subjects for staff in-service programs and curriculum experiences.

II. To increase community field trip experiences for staff and students with emphasis on work roles.

Suggested Techniques For Measuring Student Outcomes:

I. Attitude Inventories and Concept Tests

A. Career development test, grades 10-11-12 (in appendix A-84).

B. Vocational development inventory (Crites, 1965)

II. Observations

A. Group work skills (example exercises in appendix)

B. Participation in school and work activities (examples in learning activities)

C. School citizenship

Suggested Techniques for Measuring Staff Outcomes:

I. Program reaction survey (in appendix A-85).

II. Records of program participation, monthly and random daily logs (in appendix A-86).

Suggested Techniques For Measuring Community Outcomes:

I. Community reaction survey (in appendix A-87).

II. Survey of participation in school-community career education activities

RESOURCES

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3. Moss, Jerome Jr. "The Evaluation of Occupational Education Programs." University of Minnesota Technical Report. Research Coordinating Unit In Occupational Education, September, 1968.

CHAPTER 4

STUDENT OUTCOME OBJECTIVES

In order to provide a conceptual framework for career development learning activities which can be infused into all areas of the curriculum, a three-level set of goals and objectives is provided. The model of career education elaborated in this guide has five basic goals centered around self-esteem, decision-making, life style and vocational exploration, interpersonal competence, and a work ethic. Elaborating each of the five basic goals are five or six performance objectives. At the third level of specificity there are two or three behavioral objectives subsumed under each performance objective.

It is suggested that any career education model encompass a set of goals and objectives K-12. The junior high school resource guide objectives (Benson, 1972, Chapter 4) are congruent with this guide. A K-12 model is available through the Department of Counseling and Student Personnel Psychology, College of Education, University of Minnesota.

A FRAMEWORK OF STUDENT OUTCOME OBJECTIVES

I. To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

A. Analyzes strengths in terms of skills, developed abilities, interests and potential for growth.

1. The student can relate his strengths and personal resources to his preferred vocational choices.

2. The student can project and support a plan for personal development through his tentative educational-vocational planning.

B. Analyzes personal values in terms of tentative career plans and projected life style.

1. The student can identify the values inherent in his tentative career plans.

2. The student can prioritize his values in relationship to his tentative career plans and life style.

3. The student demonstrates skill in resolving value conflicts between personal values and the environmental press of projected career-life style planning.

C. Analyzes the social roles and life style implications of his tentative career plans.

1. The student can describe the social behavior expectations of his preferred occupation(s) and relate this to his self-concept.

2. The student can describe the range of personal freedom to implement his self-concept in his preferred occupation(s).

D. Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).

1. The student can relate his psychological needs to tentative career plans.

2. The student can project his satisfaction of economic needs through tentative career plans.

3. The student describes ways in which his interests and talents can be expressed through his tentative career plan(s) and life style(s).

E. Analyzes personal values and needs for achievement in terms of career aspirations.

1. The student describes in a positive way his success needs and actively copes with fears of failure.

2. The student compares his success aspirations with workers in the preferred occupation(s).

F. Demonstrates personal contributions to society by work experiences and social organization participation.

1. The student participates in work experiences such as entry level jobs and describes his contributions through work.

2. The student participates in school-community activities and describes his contributions.

II. To apply decision-making skills to the formation of a tentative career hypothesis.

A. Analyzes tentative career plans wtih a decision-making model.

1. The student describes his career aspirations, alternative courses of action and the field forces affecting goal attainment.

2. The student formulates sequential short-range and long-range tentative career plans with identification of decision strategies used.

B. Realistically predicts the probable consequences of tentative career plans.

1. The student describes the outcomes of his tentative career decisions in terms of personal goals and effects upon significant others.

2. The student can describe the odds of success and failure of career plans from a personal viewpoint.

3. The student modifies tentative career plans in the light of new information and chance factors.

C. Exhibits responsibility for the consequences of educational-vocational decisions and career goal striving.

1. The student accurately attributes to himself the elements of his career status for which he is personally responsible.

2. The student takes the required action to implement his career plans on a reality test basis.

D. Demonstrates coordinated decision-making in various life spheres and periods of time.

1. The student relates educational, occupational, family life, and recreational decisions into an integrated tentative life style.

2. The student projects into the future the consequences of career decisions made now.

E. Exhibits planful use of resources in achieving career aspirations.

1. The student's use of time and energies is congruent with stated goals.

2. The student budgets his resources over long periods of time.

F. Utilizes the major informational resources needed in career decision-making.

1. The student examines critically the career advice given by significant others.

2. The student utilizes appropriate criteria for evaluating career information.

III. To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

A. Describes the necessary preparation for a preferred occupation(s).

1. The student describes the educational and training requirements for personal career goals.

2. The student identifies the sources of financial assistance for any necessary education or experience.

3. The student describes the various job ladder progressions of several preferred occupations.

B. Utilizes technical and nontechnical resources for gathering information about preferred occupations.

1. The student critically evaluates and uses occupational information from school and mass media sources.

2. The student critically evaluates and uses occupational information from the community.

3. The student critically analyzes his work experiences.

C. Studies in detail the worker satisfactions and dissatisfactions in preferred career fields.

1. The student analyzes the sources of potential frustrations, satisfactions, dissatisfactions in the preferred career fields.

2. The student describes the financial compensation at various steps of the career ladder of the preferred occupation(s).

3. The student analyzes the ethical questions which confront workers in the preferred area(s) and projects personal solutions.

D. Identifies the sources of power in preferred work situations and describes their potential personal effects.

1. The student describes the formal and informal power structures in the preferred career field(s).

2. The student describes the potential effects of various leadership styles and organizational decision-making in preferred employment situation(s).

3. The student describes the potential personal implications of worker organizations such as unions and professional associations.

E. Makes career plans which take into account social, economic, and technological changes.

1. Describes the possible effects of social, economic, and technological changes upon preferred occupational role(s).

2. Identifies the common elements in the preferred occupation(s) which may transfer to other fields.

F. Experiences an entry level position in the school setting or in the community.

1. The student prepares for consideration by an employer when choosing from several job applicants.

2. The student applies job seeking skills, including application and interview procedures.

3. The student analyzes the compensations and promotional possibilities in the entry job experience.

IV. To develop and apply the interpersonal competency skills required in preferred career plans and life style(s).

A. Identifies interpersonal characteristics necessary for the preferred occupational role(s).

1. The student describes personal career potential in terms of interpersonal skills.

2. The studetn describes personal areas for growth in terms of interpersonal skills needed for career life style and and develops an action plan.

B. Copes with the power exercised by others in work and work-related situations in ways which are self-rewarding.

1. The student correctly assesses formal and informal power structures in educational and work settings.

2. The student maintains a personal integrity in the face of different and sometimes conflicting expectations of others.

3. The student uses constructive problem-solving skills in conflict situations.

C. Exhibits interdependence and cooperation in task and work situations.

1. The student exhibits an awareness of the needs of others in task situations.

2. The student shares in the success of group goal attainment.

D. Displays knowledge and skill in applied group dynamics and work organization.

1. The student anlayzes the structures and processes involved in productive group efforts.

2. The student is a contributing member of a work group or related organization.

E. Demonstrates effective use of interpersonal communication in work and work related situations.

1. The student clarifies and evaluates the messages and instructions of others.

2. The student communicates messages and instructions to others in a helpful manner.

3. The student receives and gives feedback and suggestions.

V. To develop a respect for work, including its personal, as well as its social, contributions and implications.

A. Describes ways in which careers allow movement between work, play, and creative leisure.

1. The student identifies ways in which the preferred career(s) affect personal growth and independence.

2. The student explains how work experiences and leisure activities can interact.

B. Describes work as a major means of changing one's personal environment, as well as society in general.

1. The student describes how he can work for personal and social changes within the preferred occupation(s).

2. The student describes social problems of today which future workers might help alleviate.

C. Understands the important and changing contributions of women and minority groups to the world of work.

1. The student describes the effects on men and women of the breaking down of the traditional sex roles.

2. The student describes the effects of minority group discrimination.

D. Debates the ethic of individual success versus the ethic of collective striving for social well-being.

1. The student relates career aspirations to personal, as well as social, well-being.

2. The student identifies potential conflicts between personal and social well-being and possible compromises.

3. The student describes the interdependence of all workers in contributing to the well-being of society.

E. Identifies the changing meanings of work over time and across cultures.

1. The student can describe pre-industrial and industrial work ethics.

2. The student can begin to develop a personal work ethic based upon an increasingly service-oriented society.

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

A. Performance Objective: Analyzes strengths in terms of skills, developed abilities, interests, and potential for growth.

1. Behavioral Objective: The student can relate his strengths and personal resources to his preferred vocational choices. Evaluation: See Learning Activity number 5 or use a student rated self-esteem scale.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Use a group feedback activity after developing group norms of honesty and helpfulness. An individually written personal strengths or a "good things I did this week" may be preparatory activities.	10-11-12 English Speech	Strength Census and Indirect Feedback (appendix A-1) (Counselor Assistance)
2. Administer and interpret a variety of aptitude tests such as the GATB which measures 9 aptitudes.	12th Grade	Aptitudes, Achievements, and Interests (appendix A-2) (Counselor Assistance) State Employment Service
3. Discuss: "Does self-respect respect require continued feedback from others?"	11-12	A General Reference: A Career Development Learning Package: Self-Concept and Work. Carlson, L. et.al. Pupil Personnel Services Minnesota Department of Education, 1973.
4. Have the counselor or teacher-advisor review the student's cumulative folder with him.	10-11-12	
5. Have the student develop a resume or data sheet listing the major things that might be of interest to an employer. Update periodically.	11-12	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Discuss: "What is Maturity?" Use a sentence completion technique and analyze replies in terms of self-characteris ics. Begin with an item on which there will be many strong feelings. Discuss the Six Traits of Maturity.	Social Studies Home Economics Psychology	Sentence Completion (appendix A-3) For advanced students: Man's Search for Himself May, R. New York: Norton. 1953. Coming of Age in Samoa. New York: Wm. Morrow, 1928. Personality. McClelland, D. New York: Wm. Sloane Associates. 1951. Six Traits of Maturity (appendix A-4)
7. Administer and discuss an Appraisal of my Attitudes.		An Appraisal of my Attitudes (appendix A-5)
8. Have students keep a daily journal of work or school experiences.	English	Suggested Daily Journal (appendix A-6)
9. Present and discuss the Johari Window Awareness Model	English Speech Psychology	Johari Window Awareness Model (appendix A-7)
10. Administer and discuss in small groups the Life Inventory of the Life Planning Workshop.		Life Inventory of the Life Planning Workshop (appendix A-8)
11. Use a self-esteem exercise as a general activity or focus on a specific task or project and each individual's potential contributions.		Self-esteem Exercise (appendix A-9)
12. Have students do some "Who Am I?" "What do I Want?" exercises such as a) using art materials to create a pictorial or graphic personal statement, or b) what is the most recent major turning point in your life? How has it influenced the way you are now?	Art English Social Studies	Teaching Achievement Motivation. McIntyre and McClelland, 1971, pp. 26-29.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
13. Have students investigate and possibly participate in Outward Bound self-reliance activities.	10-11-12 Physical Education Health	The Teacher Advisor System. Hubel K. et.al. Human Relations Training Modules, Marshall, Minnesota. Volume 1, 1972.
14. Have students investigate The Human Potential Movement.	11-12 Speech Psychology	Improvisations for the Theater. Evanston, Illinois; NWU Press, 1963. Joy. Schutz W. New York: Grove Press, 1968. Group Methods Designed to Actualize Human Potential: A Handbook Beverly Hills, California: The Holistic Press, 1970.
15. Try a "peak" experience exercise in which group members are asked to share any high, positive experience one has had in one's life. Consider at different age levels.		

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

A. Performance Objective: Analyzes strengths in terms of skills, developed abilities, interests, and potential for growth.

2. Behavioral Objective: The student can project and support a plan for personal development through his tentative educational-vocational planning.
Evaluation: Use a career development contract with ongoing goals, activities, and self-evaluation.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students work first individually and then trios on developing a personal goal statement and a force field analysis.	Physical Science Physics	Field Force Analysis (appendix A-10)
2. Administer work samples from different occupational fields, interpret in light of employer requirements. Discuss possible ways of achieving a minimum level of proficiency.	Business Education Industrial Arts Vocational Agriculture	
3. Have students survey employers as to the well-developed skills or lack of skills of employees hired recently.		
4. Have students evaluate their task participation using the Analysis of Personal Behavior in Groups.		Analysis of Personal Behavior in Groups (appendix A-11)
5. Develop a free association exercise in which occupations are named and talents or skills that come to mind are described.		Film: Goals and Dreams
6. Administer the Goals for Personal Development.	English Group Dynamics Communication Units	Goals for Personal Development (appendix A-12)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Discuss: "There is only one right occupation for any one individual."		
8. Have students write a Career Development Contract		Career Development Contract (appendix A-13)
9. Have students use the Round Robin Helper-Helpee Exercise to formulate a personal goal statement.	English Social Studies	Round Robin Helper-Helpee (appendix A-14)
10. Have students fill out and discuss several self-appraisal forms.		How I Plan to Achieve My Career Goals (appendix A-15) Self Appraisal: My Personality (appendix A-16) Inventory of the Self-Concept (appendix A-17)
11. Bring in several employers and have them describe three of their most valuable employees: In the follow-up discussion, emphasize the unique individual traits and abilities that make these people valuable as employees.		
12. Have students develop an occupational fantasy. Encourage imagination and creativity to bring out goals, values, and life style considerations that may not be in the student's awareness.	Creative Writing	
13. Have students write an achievement plan for their "aim in life." Then ask them to share their plans in trios and consider the following questions: a) How can you tell how much you want the goal? b. How realistic is it? c) Is the action appropriate to the goal? d) How much is success due to personal responsibility, fate, chance or other people?	Teacher-Advisor Program	Teaching Achievement Motivation.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
14. Have students practice devising specific concrete goals with intermediate goals and built-in check points. For example: Goal Obstacles Action Plan Help Available		
15. Discuss the following quotation: "Occupational performance was the primary locus of social evaluation and performing well enough as a farmer, trader, or fisherman to obtain a title . . .required the continued application of his own efforts in the service of his individual goals."	History	
16. Have students fill out an "admiration ladder." Write the name of someone admired on the top rung, someone not liked at all on the bottom rung and somewhere in between his own name. Discuss what qualities the students value in the people they most admire and what they would have to do to be more like those people.	Teacher-Advisor Program	
17. Discuss: Asked what enabled him to overcome obstacles so readily, Edison said, "the previous ones."		
18. Have students practice "getting started exercises" relating to personal goal setting and career life style values.		Values Clarification pp. 211-213.

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

B. Performance Objective: Identifies his personal values in terms of tentative career plans and projected life styles.

1. Behavioral Objective: The student can identify the values inherent in his tentative career plans.
Evaluation: Have the student give an oral report on his beliefs and values and how they will affect his achievement in work.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Read a few appropriate selections from Edward R. Morrow's This I Believe, i.e., "Mary Martin" or "Jackie Robinson."		General References: a. Values and Teaching b. Values Clarification: A Handbook of Practical Strategies for Teachers and Students c. A Career Development Learning Package, Value Identification
2. Have the class read and discuss poetry appropriate to the study of occupations and values, i.e., Robert Frost's "Two Tramps in Mudtime," Gibran Kahlil's "Of Work" from The Prophet, or Walt Whitman's "I Hear America Singing."		
3. Have students read and discuss short biographical or auto-biographical selections which point out factors influencing vocational choice, e.g., Louis Bromfield's "My Ninety Acres," "Clearance Day's," or "The Story of a Farmer."	English	
4. Discuss: "Is it really possible to go from rags to riches in America today? Can ability and hard work gurantee success for all Americans?	10-11-12 History Social Studies	
5. Discuss: "What is success. . . Money? Power? Social Stature? something entirely different?"		Choices
6. Have students write a short essay defining success. Discuss what values and specific goals are implied.	English	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Discuss Thoreau's statement "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer." This has been updated to "different strokes for different folks." Have small group discussion of this concept as it applies to career planning.	Social Studies English	A Career Development Learning Package: Value Identification
8. Hand out lists of values and have students do the Value Preference Exercises.		Value Preference Exercises (appendix A-18)
9. Have students administer value inventories to workers in different fields.	On-the-Job Training Program	
10. Have students construct a values grid listing issues on the left-hand side of the paper and then respond to each issue as to free choice, degree of consistency, and public affirmation.		Values Clarification pp. 35, 36, 37
11. Use the "Proud Whip" exercise in which students are asked to consider specific areas or issues they are proud of, i.e., family tradition, a new skill learned.		Values Clarification pp. 134-137
12. Use the "Public Interview" exercise in which students are briefly interviewed in front of the class as to their views on various issues.	English Social Studies Speech	Values Clarification pp. 139-151 Value Identification
13. Have students keep a "Values Journal" which includes the notes from other value exercises, as well as other compositions and comparisons over time.		Values Clarification pp. 168-170

	Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
14.	Have students in pairs engage in "Sensitivity Modules" which are brief experiences in participation in actual or simulated risk and value laden situations, i.e., sit in the waiting room of the maternity or emergency ward of a city hospital.	English Speech Psychology	Values Clarification pp. 266-275
15.	Have students participate in other value exercises in the Values Clarification handbook.		Values Clarification "Personal Coat of Arms" pp. 278-280, "Alligator River" pp. 290-294, "The Miracle Workers" pp. 338-342, "Ways to Live" pp. 343-352, and "Are You Someone Who" pp. 366-373.
16.	Have students investigate the values implied or made explicit in traditional and popular music.	Music	
17.	Administer and discuss the Survey of Personal Values (SPV).		Survey of Personal Values SRA, 259 Erie Street Chicago, Illinois 60611

I. BROAD OBJECTIVE: To implement positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

B. Performance Objective: Identifies his personal values in terms of tentative career plans and projected life styles.

2. Behavior Objective: The student can practice his values in relationship to his tentative career plans and life style.
Evaluation: Have students describe with a rank order five values underlying their career plans.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Discuss the value implications of J. L. Hollard's six major life styles: "Realistic," "Intellectual," "Social," "Conventional," "Enterprising," and "Artistic."	11-12 Social Studies Psychology	
2. Have a committee research computerized dating. Consider the values and priorities implicit in the matching process.	Math Social Studies Home Economics	
3. Have students survey others (parents, teachers, workers) to determine how they rank the various rewards and disadvantages of their work and other social roles.		
4. Administer and discuss: My Values: Selecting Alternatives.		My Values: Selecting Alternatives (appendix A-19)
5. Have each student list his personal hierarchy of values related to work and in small groups share similarities and differences in each other's lists.		
6. Look at the priority given to money in our society by studying some familiar quotations and sayings, i.e., "Money talks," "Money isn't everything, but it's ahead of whatever is in second place," "Never lend money to a friend."	American Studies Business Education	
7. Administer and discuss: Values and Needs: Their Importance to You.		Values and Needs: Their Importance to You (appendix A-20)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
8. Use an "Auction Exercise" to simulate the ranking of events or traits and discuss the value implications.		Values and Teaching
9. Administer and discuss the Forced Choice Value Clarification Exercise.		Forced Choice Value Clarification Exercise (appendix A-21)
10. Discuss the process of valuing, including the elements of free choice, alternatives, affirming, and acting.	10th grade	Values and Teaching pp. 28-29
11. Have students sketch a life plan in which some values are placed above others.		
12. Have students assess the strength of their feelings on issues with which they can identify.		Values Clarification "Strength of Values" pp. 250-251
13. As a different exercise in setting priorities, have students select from lists of 13 the 3 most essential and 3 least essential items.		Values Clarification "Baker's Dozen" pp. 383-384
14. Administer the Work Values Inventory which measures the relative strength of 15 values such as intellectual stimulation, job achievement and ecomonic returns.		Work Values Inventory Super, D. E. Boston: Houghton Mifflin 1965

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

B. Performance Objective: Identifies his personal values in terms of tentative career plans and projected life styles.

3. Behavioral Objective: The student demonstrates skill in resolving value conflicts between personal values and the environmental press of projected career-life style planning.
Evaluation: Develop a laboratory exercise where a student must apply a problem-solving process to a personal value-environmental press value conflict.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students role play some value conflict situations, i.e., a) within the individual, b) between workers in a career field, c) between workers in different career fields, d) between a worker and the organization of employer.		Values and Teaching pp. 57-59 and 121-122
2. Role play some stereotyped work roles and the implied role conflicts, i.e., commission sales people.		
3. Have students study the portrayal of occupations in the mass media. Discuss the implied value conflicts between personal values and the attributes portrayed.	English Mass Media Units	
4. Have students conduct structured interviews of different age gropus as to their views of hard work. Compare and contrast the implied values. Discuss the value conflicts and changes involved in dealing with such conflicts.	English	
5. View some historical and contemporary films depicting various values and life style preferences. Duscuss the overt and implied value conflicts within and across films. Consider ways of dealing constructively with these conflicts.	History English Mass Media Units	Films: Sixteen in Webster Groves and That's Me

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Discuss: Is it possible to make compromises in value conflicts?	10th grade	
7. Present situations where some resolution of value conflict involving compromises appear necessary, i.e., early marriage plans and a career goal involving expensive training, career and life style values of social service, job security, and high financial status.	10th grade	
8. Have students list their personal work-related values and the degree of congruence or conflict with the values of particular segments of society such as the youth counter culture, the Protestant work etnic, the women's liberation movement, etc.	11-12 Social Studies	
9. Have the class attempt to list the work related values held by society today. Discuss the possible ranking of these values in terms of importance by various segments of our society in terms of age, socio-economic status, etc.	11-12 Social Studies	
10. Develop with the class a problem-solving model of value anlaysis and conflict resolution. Include the elements of clarification of the issue or question, considering all the data and alternatives, applying the rules of logic and acting consistent with one's values in goal achievement.	Math	
11. Discuss: On a value question, one man's opinion is as good as another's.		
12. Discuss: If the Russians agreed to use a logical method analyzing values, and the Americans did the same, we would be able to clear up some differences between the two countries.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
13. Discuss Skinner's thesis that: value judgments take up where science leaves off and that value judgments are really guesses as to the success or failure of a cultural invention. If we could design societies with more knowledge and confidence, value questions would not be raised.	11-12 World Affairs Psychology	Walden-Two. Skinner, B.F. New York: Macmillan, 1948. Beyond Freedom and Dignity. Skinner, B.F. New York: Macmillan, 1972.

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

C. Performance Objective: Analyze the social role and life style implications of his tentative career plans.

1. Behavioral Objective: The student can describe the social behavior expectations of his preferred occupation(s), and relate this to self-concept.
Evaluation: Compare the student's expressed social behavior expectations of preferred occupation(s) with that of workers in the field.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students interview workers in various situations to determine the physical and mental fatigue they experience.	10th grade Health	
2. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.	11-12 Psychology	
3. Have students study the occupations seen on television, in motion pictures, and other media. Consider the expectations and possible career stereotypes portrayed.	English Mass Media Units	Whatever Became Of?
4. Have students observe the workers in their community in terms of social and career expectations which are actually operating, as well as possible stereotyping factors.	10th grade	Community Career Development Advisory Committee
5. Have each student select two careers that he could qualify for, but which he would consider unsuitable in terms of self-image, i.e., educationally qualified for sales work but lacking assertiveness, willingness to travel and self-organization.		
6. Introduce a unit on self-concept with an analysis of the traits of others as reflected in popular music. (cont.)		

	Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6	(cont.) For example, Simon and Garfunkel's "I Am a Rock," John Corey's "I've Come to Look for America."	Music	
7.	Administer the Self-Image Inventory. Discuss in a general way the personal and social expectations of various career fields. Career stereotypes should be pointed out whenever possible.	11-12	Self-Image Inventory (appendix A-22) Test items available from: Instructional Objectives Exchange, P.O. Box 24095 Los Angeles, California 90024
8.	Have students make a Self-Image Collage.	Art	Self-Image Collage (appendix A-23)
9.	Have the class write anonymous "Dear Abby" letters relating to the problem of self-understanding and have class members offer solutions.		
10.	Administer and discuss the possible career implications of the Sentence Completion Inventory.		Sentence Completion Inventory (appendix A-24)
11.	Discuss: "I do my thing, and you do your thing. I am not in this world to live up to your expectations and you are not in this world to live up to mine. You are you and I am I, and if by chance we find each other, it's beautiful. If not, it can't be helped." Fritz Perls.		Thoughtful Enterprises 775 South Madison, Pasadena, California 91106
12.	Discuss the nature of conformity, consider the potential positive and negative effects of conformity and anti-conformity		The Lonely Crowd Riseman, D. New Haven: Yale University Press, 1950.
13.	Have students complete the Pattern Search Strategy which focuses on developing awareness of habits and compulsions.		Values Clarification pp. 214-218
14.	Discuss the power of group norms over member behavior.	Sociology Unit	The Social Psychology of Education. Johnson, D. New York: Holt, Rinehart and Winston, 1970. Chapter 12.

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

C. Performance Objective: Analyze the social role and life style implications of his tentative career plans.

2. Behavioral Objective: The student can describe the range of personal freedom to implement his personal self-concept in his preferred occupation(s).
Evaluation: Have the students compare ten adjectives describing their self-concept with a description of the preferred career-life style.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. In small groups, have the students work on longitudinal case studies of life styles that might go with various occupations.		Lives in Progress. White, R. W. New York? Holt, Rinehart and Winston, 1952.
2. Discuss case studies of work or a career as a means of self-discovery.		Case Studies (appendix A-25)
3. Have the class read poems dealing with self-understanding, such as: Emily Dickinson's "I'm Nobody! Who Are You?," Edward Arlington Robinson's "Miniver Cheevy," "Richard Cory," and Edward Rowland Sill's "Oppor tunity."	English	
4. In small groups, have the students discuss novels they have read with self-concept themes. Have students write compositions comparing themselves to characters in the book. Use this as a springboard to a discussion of self-image, life style and career.	English	Novels with Self-Concept Themes (appendix A-26)
5. Discuss personality development in terms of openness and self-awareness, using the Johari Window.	Social Studies Psychology Home Economics	The Johari Awareness Model (appendix A-7) Of Human Interaction
6. Discuss: "We do not need to reveal ourselves to others; but only to those we love. For then we are no longer revealing ourselves in order to seem but in order to give." Albert Camus (1963).	12th grade	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Discuss: "The turning back of the experience of the individual upon himself. . . is the essential condition with the social process, for the development of the mind." Buckley (1967).	12th grade	Man's Search for Himself May, R. New York: Norton 1953
8. Use a Who Are You? procedure such as asking students to describe themselves in 10 words, to focus on our many role definitions.	10th grade Teacher-Advisor Program	Values Clarification pp. 306-307
9. Present a model of human development and discuss the career implications.	Child Development Courses in Social Studies Home Economics	A Developmental Model of Human Relations (appendix A-27)

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

D. Performance Objective: Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).

1. Behavioral Objective: The student can relate his psychological needs to tentative career plans.
Evaluation: See learning activities 3, 9 and 13.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Invite a personnel counselor, industrial psychologist or industrial nurse to discuss the relationships between physical and mental health and occupational stress.	10th grade Health	
2. Have students survey occupational resources to determine the degree of need satisfaction achieved in various occupations.		Important Needs of Workers (appendix A-28)
3. Have students rank or select the need factors involved in their career planning.		Need Factors Appendix (appendix A-28)
4. Video tape five 10-minute presentations by teachers on why they are teaching--focus on psychological needs. Have students make video tapes of in-school workers and other community workers.		Parent-Teacher-Student Association
5. Help students identify the economic, intrinsic and status rewards of various preferred occupations at different levels and over the career life span.		
6. Have students interview workers as to work satisfactions and rewards as related to psychological needs.		Worker Satisfaction Interview (appendix A-29) Worker Interview (appendix A-29) Information on the Worker (appendix A-31)
7. Have students interview other students who have had some work experience.		On-the-Job Training Students

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
8. Study and discuss Case Studies or Work Adjustment		Case Studies of Work Adjustment (appendix A-32)
9. Administer and discuss the Minnesota Importance Questionnaire. Point out the changing need patterns of adolescence in relationship to the 20 needs measured.	11-12	Available from: Minnesota Industrial Relations Center Bulletin 48, "Occupational Reinforcer Patterns" and Bulletin 47, "Theory of Work Adjustment"
10. Develop a continuing activity of having students listen for indications of need satisfactions whenever there is a resource speaker presentation. Presentations may be taped for later playback analysis.		
11. Have students prepare a video tape or film production of workers in different occupations illustrating the satisfactions in their work.	Film Making Mass Media Units	
12. Have students participate in several need analysis activities. Ask them to consider what was satisfying in particular activities such as: service projects, committee work, direct selling, creative projects, scientific experiments.	10th grade	
13. Discuss work adjustment from the standpoint of an individual's psychological needs and job satisfaction or the extent to which a job provides the "reinforcers" or rewards which meet the individual's needs.		Bulletins 47 and 48 Listed in Learning Activity 9
14. Discuss occupational preferences as expressions of personality types.		
15. Develop an Emotional Needs Unit	Teacher-Advisor Program Psychology Home Economics Social Studies	a) Career Development: Self-Concept Theory b) Self-Directed Search-A Guide for Educational-Vocational Planning

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

D. Performance Objective: Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).

2. Behavioral Objective: The student can project his satisfaction of economic needs through tentative career plans.
Evaluation: Have students project a personal life style budget with the incorporation of the total financial rewards available from the preferred occupation(s).

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students prepare a weekly budget for their school year. Have them look at short-range and longer-range financial goals and plans.	Business Education Math	
2. Have students do a systematic study of salaries using want ads and interviewing. Discuss the factors accounting for differences in salaries. Consider starting salaries, promotional and experience raises, fringe benefits.	Economics Social Studies	
3. Have students convert various ways of paying salaries, i.e., hourly wages, monthly wages, percentage commissions, yearly wages.	Math	
4. Ask students to compute cost projections for future education on a yearly basis. Do the same for future family living expenses after studying the financial aspects of family living, e.g., life and health insurance, child rearing, home ownership.	Math Economics	
5. Investigate the various types of paycheck deductions, i.e., FICA, U.S. withholding tax, and other deductions such as union dues, insurance, savings plans.	Math	
6. Invite an insurance person in to discuss actuarial tables and life insurance planning.	Math Algebra Statistics Probability	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Have students investigate the variety of pension plans; include the limitations of many plans.	12th grade Social Studies	You and Your Pension Nader, R. and Blackwell, K. New York: Grossman Publishers, 1973. (Paperback, 215 pages, $1.66)
8. Do a study of inflation and the business cycle. Relate the results to tentative career plans.	Economics	
9. Study various savings possibilities, i.e., bonds, credits unions, bank accounts.	Business Education Math	
10. Study various investment possibilities, i.e., real estate, stocks; also consider education and job training as an investment.	Business Education Economics	
11. Have students research consumer protection legislation and related problems. Include work ethics and value implications.		
12. Discuss federal income tax laws in terms of career planning. Consider the effects upon spendable income, as well as comparisons between salaried and nonsalaried and investment income and deductions.	Accounting Math	
13. Have students do a Survey of Preferred Occupations covering economic factors.		Survey of Preferred Occupations (appendix A-33)
14. Have students compare the short and long-range economic rewards of the occupations they're considering.		
15. Discuss: What role does money play in your definition of success?		

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

D. Performance Objective: Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).

3. Behavioral Objective: The student describes ways in which his interests and talents can be expressed through his tentative career plans and life styles.
Evaluation: Compare tested and expressed interests and abilities with a high school and post high school plan sheet.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Study the Career Charts relating careers, training, and school subjects.	All Subjects	Career Charts Personnel Services Minnesota Department of Education
2. Have students consider their interests by comparing the nature of newspaper sections or magazine articles they read.	English	
3. Have students research interest testing, including the test manuals for the SVIB, the Kuder and the Ohio Vocational Interest Inventories.	Psychology	(Counselor Assistance) Minnesota Vocational Interest Inventory Manual Clark, K., Campbell, D. New York: The Psychology Corporation, 1965.
4. Ask students what their specific dislikes and low interest areas are as a way of eventually focusing on interests to explore further.		Psychological Testing Anastasi, A. London: The Macmillan Company, 1968. Chapter 18.
5. Discuss the effects of male and female sex stereotyping upon the measurement and self-assessment of interests and abilities.	Social Studies Psychology Home Economics	
6. Have students use the Worker Interview--Interests and Abilities		Worker Interview--Interests and Abilities (appendix A-34) PTSA

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. In small groups, have students discuss School Subjects and Work Experiences.		School Subjects and Work Experiences (appendix A-35)
8. Allow students to take special aptitude tests to broaden their vocational exploration, i.e., the General Aptitude Test Battery.		(Counselor Assistance) Presentation of testing opportunities and test score interpretation
9. Invite the school psychologist in to discuss IQ testing and special abilities.		
10. Have students fill out the Immediate Versus Long-Term Rewards Chart.		Immediate Versus Long-Term Rewards Chart (appendix A-36)

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

E. Performance Objective: Analyzes personal values and needs for achievement in terms of career aspirations.

1. Behavioral Objective: The student describes in a positive way his success needs and actively copes with fears of failure.
Evaluation: Use the Field Force Analysis in the appendix (A-10).

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students play various competitive games, i.e., darts, ring toss, etc. Discuss reactions in achievement and motivation situations, such as kind of goals set, feelings experienced and effects upon performance.	Social Studies Psychology Physical Education	Teaching Achievement Motivation
2. Discuss goal setting and risk taking as a function of one's success needs.		
3. Discuss the opportunities for moderate risk taking in school. Evaluate the grading system in terms of risk taking and needs for achievement and possible fears of failure. Consider the effects of grading policies and course difficulty upon student course selection.	Student Council	The Achieving Society McClellan, D.C. Free Press, 1967. Chapters 6, 7, and 8
4. Have students share observations of each other's competitiveness in school activities and classes.	Physical Education Group Counseling	
5. Present an occupational fantasy exercise in small group setting. Discuss one's level of aspiration as being partly based upon one's past experiences of success and failure.	Art Drama	
6. Have the class discuss and give examples of "fears of failure" and "hopes of success."		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Discuss family ordinal position as it related to one's need to achieve.	Home Economics Social Studies Psychology	
8. Do a historical analysis of the Protestant ethic, emigration, and the westward movement in the United States. Relate the analysis to the current changing work ethic and personal definitions of success.	American History	
9. Have committees study different examples of social values regarding achievement, i.e., American Indian tribes, hippie communes, Communist countries, etc. Ask the students to compare their achievement values with the cultures studied.	Foreign Languages World Affairs	
10. Discuss personal goal setting using a force field analysis. Look at the differences in levels of aspiration in terms of goal difficulty and the balance of forces for and against.		Field Force Analysis (appendix A-10)

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

E. Performance Objective: Analyzes personal values and needs for achievement in terms of career aspirations.

2. Behavioral Objective: The student compares his success aspirations with workers in the preferred occupation(s).
Evaluation: See learning activity 3.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. As background, arrange interviews with people whose personal history illustrates complex achievement motivation. People in executive or entrepreneurial positions and athletes are helpful people to interview.	Business Education English Physical Education Athletics	
2. Have students interview older people, such as grandparents, as to their views of achievement and hard work. Compare with views of their parents' generation and fellow students.	English Speech	
3. Interview several workers in the preferred occupation(s) regarding success definitions and aspirations. A varity of interviews is recommended in order to maximize overgeneralization and stereotyping.	English Social Studies Speech	
4. Invite Adlerian psychologists to speak on life style, birth order, perfectionism and occupational choice.	Social Studies Psychology	Minnesota Adlerian Society
5. Discuss the Adlerian psychological view of perfectionism, its origins, potential difficulties and expression in work.	Social Studies Psychology	Minnesota Adlerian Society

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

F. Performance Objectives: Demonstrates personal contributions to society by work experiences and social organization participation.

1. Behavioral Objectives: The student participates in work experiences such as entry level jobs and describes his contributions through work. Evaluation: Have all students do an analysis of contributions made through employed work activities.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have all students fill out job application forms and prepare resumes.	English Vocational Agriculture On-the-job training	
2. Have students with work experiences share their reactions as to contributions of their work to themselves and to others		School Subjects and Work Experiences (appendix A-35) Worker Interview of Interests and Abilities (appendix A-34)
3. Brain storm all the potential ways that an occupation and the performance of a job can contribute to personal satisfactions (see Objective I-D), as well as to immediate others and society at large.		
4. Have students survey prospective employers regarding the importance of the following factors in considering an applicant for an entry level job: Diploma, Attendance, Grades, Work Experience, and Appearance. Do the same with skills, personal qualities and work habits and have the class tabulate the results in terms of rankings or ratings of importance. Be sure to survey a variety of entry level job situations and rate similari.. and difference of rankings across jobs.		

Learning Activity	Related Subject And/Or Skill Area	Suggested Resources
5. Have the professional and nonprofessional school staff express the contributions of their work history (personal and social). Have students summarize the results into a school staff resource guide for career education.	English Student Council	

I. BROAD OBJECTIVE: To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

F. Performance Objective: Demonstrates personal contributions to society by work experiences and social organization participation.

2. Behavioral Objective: The student participates in school-community activities and describes his contributions.
Evaluation: Have all students do an analysis of contributions made through school-community activities.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have an Outward Bound instructor and/or a participant to speak to the class about the purposes and potential benefits of such self-reliant activities.	Physical Education Health	
2. Have a personnel worker explain how school and volunteer experiences are evaluated for job applicants.		
3. Have students conduct a school and community survey of service organizations--include objectives, opportunities and requirements for service. Publish the results in a service guide.	English Student Council Student Publications	Community Resources such as PTA, Career Development Advisory Group
4. Invite representatives from community volunteer organizations to speak to the class on volunteer opportunities and private industry.		
5. Institute a student to student cross age helping program. Emphasize interpersonal communication, helper-helpee roles and flexibility of role reversal and activities.		Cross-Age Helping Program
6. Ask students to keep a log of participation activities in and out of school. Discuss the effects of active participation and commitment.		
7. Develop an independent study program involving a school or community service project.		

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a of a tentative career hypothesis.

A. Performance Objective: Analyzes tentative career plans with a decision-making model.

1. Behavioral Objective: The student describes his career aspirations, alternative courses of action and the field forces affecting goal attainment.
Evaluation: Use the Field Force Analysis Exercise in the appendix (A-38).

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have the students analyze their career aspirations in terms of their personal values. Consider their high school plans, as well as short- and long-range post high school plans and goals. See Objective I-B-1-2-3 for learning activities and resources.	11th grade	Value Identification: A Career Development Learning Package
2. Discuss: to what degree does the need for status affect an individual's job satisfaction? Consider economic status, social status, job advancement status, and peer approval or status.	Social Studies Psychology	Filmstrip: Failure--A Sure Step to Growth
3. Discuss: no goal should become so compelling that it either destroys judgment in situations of conflicting goals or cannot give way to a later and more fulfilling goal.	11-12	Career Development: Choice and Adjustment
4. Have a brain storming session to generate alternatives in simulations of career related choices and planning, i.e., high school course selection, co-curricular activities, post high school planning.	Teacher-Advisor Groups	
5. Discuss: a choice implies the presence of at least two alternatives. Relate this to the need to know what the available opportunities or alternatives are.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Have each student write down the decisions he has made recently. Consider the motives, the information gathered, the alternatives considered and the risks involved.		
7. Have the students write a short-range personal goal and a long-range personal goal. Develop in trios and follow with newsprint sharing.	Group Counseling Teacher-Advisor Programs	Field Force Analysis (appendix A-10)
8. Discuss: What was a recent decision you made that involved consideration of three or more alternatives?		
9. Discuss: The making of a decision ordinarily prepares a person to act.		
10. Build a class outline of the decision-making process for review and future reference. Make a visual presentation of the steps and sequence in a decision-making process model.		
11. Apply a decision-making process model to A Case Study.	Teacher-Advisor Group Counseling	A Case Study (appendix A-37)
12. Help students see the common elements between the scientific method, small group problem-solving and career decision-making. (See Objective IV-D-1 also.)	Science Group Dynamics	

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

A. Performance Objective: Analyzes tentative career plans with a decision-making model.

2. Behavioral Objective: The student formulates sequential short-range and long-range tentative career plans with identification of the decision strategies used.
Evaluation: See Learning Activity 7.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Present a resource model for decision-making including such elements as: people to talk to, readings and activities to do, and ideas to think about. Provide practice exercises with simulated decision exercises.		A General Reference; "Deciding." Miller, G. and Gelatt, H. College Board Review. No. 82, Winter 1971-1972.
2. Practice planning skills with simulations and then provide immediate planning opportunities with follow-up analysis, i.e., independent study projects, school assemblies, parties, etc.		
3. Discuss the kinds of decisions people at different ages must make: 5-year olds, 13-year olds, 18-year olds, 25-30-year olds, 40-50-year olds, 60 and over.	Social Studies Home Economics	
4. Have students conduct a follow-up survey of alumni of different years as to career plans followed and career plans being contemplated.		Community Career Development Advisory Committee
5. Discuss and provide examples of at least four types of decision-making strategies.	Math	Decision-Making Strategies (appendix A-38)
6. Consider the sequential aspects of examples of the decision-making process. Analyze examples where alternatives in the decision-making model may be appropriate.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Periodically review the Senior High School Educational Plan Sheet started in grade 9 in terms of decision strategy and sequence.		(counselor assistance) Senior High School Educational Plan Sheet (appendix A-39)

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

B. Performance Objective: Realistically predicts the probable consequences of tentative career plans.

1. Behavioral Objective: The student describes the outcomes of his career decisions in terms of personal goals and effects upon significant others.
Evaluation: See Learning Activity 4.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students do the News Release and Goal Setting Activities of the Life Planning Laboratory.	Social Studies English	News Release and Goal Setting Activities (appendix A-40)
2. Have students write an "occupational epitaph" for their tombstone.	English	
3. Give the students essay situations with questions about outcomes and effects upon others, i.e., an employment interview with multiple courses of action, extenuating factors and possible outcomes.	English	Choices
4. Have students predict the reactions of other people (friends, teachers, parents) to their tentative career plans and then check out the predictions with the people.		
5. Have students write a personal definition of success and predict the positive and negative reactions of others to the defined success, i.e., family, friends, and co-workers.		
6. Have students review biographies they have read in terms of the impact of successes and achievements upon others.	English	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Have students role play and reverse roles of reactions to achievement of career goals by significant others.		
8. Have students conduct An Interview with People Important to You.		An Interview with People Important to You (appendix A-41)

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

B. Performance Objective: Realistically predicts the probably consequences of tentative career plans.

2. Behavioral Objective: The student can describe the odds of success and failure of career plans from a personal viewpoint.
Evaluation: Have students prepare personal expectancy tables based upon their career plans. (See Learning Activity 3)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Make up a ten-point scale for risk-taking and have students rate themselves, follow up with a discussion of decision strategies used.		"Deciding"
2. Develop a mock or real investment club.	Business Education	
3. Using anonymous student records or mock-ups, have students develop expectancy tables for predicting high school and post high school grades and vocational success. Use basic data tabulations and percentages.	Math	Minnesota Test Norms and Expectancy Tables
4. Make comparisons between weather forecasting and predicting human behavior, i.e., school grades, job success criteria, etc.	Science Psychology	
5. Discuss situations where the "wise" choice might involve educational and career choices where the predicted difficulty is high.		Filmstrip: Failure--A Sure Step to Growth
6. Have the students look at risk taking implications of various decision strategies.	Math	Decision-Making Strategies (appendix A-38)

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

B. Performance Objective: Realistically predicts the probable consequences of tentative career plans.

3. Behavioral Objective: The student modifies tentative career plans in the light of new information and chance factors.
Evaluation: Consider the student's planning modifications while in high school and later as measured by an alumni survey.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Define a "work history" as including: periods of unemployment, vacations, periods of employment and various positions held. Have students survey workers as to their work histories and the reasons for change points.		Career Development: Choice and Adjustment
2. Have students project their own work history for five- to ten-year periods. Consider potential change influences such as technology, social and economic trends, personal growth, aging, etc.	Social Studies Psychology Industrial Arts	
3. Discuss the types of data needed to predict occupational choice, i.e., child rearing, inventoried interests, values, self-image, post career pattern, achievement tests, and grades in school, sex, physical capabilities, and peer relationships.	Home Economics Child Development Psychology Social Studies	
4. Discuss: Once you make a choice of a job you should stick with it the rest of your life.		
5. Discuss: There's only one best occupation for any one individual. Compare this with the notion of only one "right" marriage partner.	Home Economics Social Studies 11-12	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Discuss "chance" as a mathematical concept, relate this to career decision-making in terms of the potentials and the limitations of planning and predicting the future.	Math	
7. Discuss: Modern man needs adaptability, flexibility, versatility.		

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

C. Performance Objective: Exhibits responsibility for the consequences of educational-vocational decisions and career goal striving.

1. Behavioral Objective: The student accurately atributes to himself the elements for which he is personally responsible.
Evaluation: See Learning Activity 2.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have the students analyze biographies they have read and their autobiography in terms of degree of independence versus dependence on outside influence for decisions and actions.	English	
2. Have students make a locus of decision-making charts with a ten-point continuum from wholly self-determined to wholly determined by others or outside factors. Graph the decisions made and choices followed in the past, project future choices and actions.	Teacher-Advisor Program	
3. Discuss: Not to decide is to decide.		
4. Discuss "chance" as a mathamatical concept, relate to unplanned and uncontrolled factors in one's life style.	Math	
5. Make a life time line noting significant change points and the change agents or change factors involved.		Life Planning Laboratory (appendix A-40)
6. Discuss: Once we have reached the age of _____, we are in control of our own lives or destinies.		
7. Invite someone from the Outward Bound Program to discuss self-reliance.	Physical Education Health	

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

C. Performance Objective: Exhibits responsibility for the consequences of educational-vocational decisions and career goal striving.

2. Behavioral Objective: The student takes the required action to implement his career plans on a reality test basis.
Evaluation: On a sample basis observe students implementing career plans.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Ask students to describe their reasons for course selections. Note examples of reality testing of career plans.	Teacher-Advisory Program	
2. Analyze biographical situations where personal action plans facilitated self-control in the face of obstacles.	English	
3. Compare mock-ups of high school and post high school student records illustrating varying degrees of reality testing.	Teacher-Advisory Program	
4. Have a brain storming session on the ways one might reality test career plans, i.e., analyze expectancy data by the use of tables or computer, interview others, simulations such as role playing and trial experiences.		
5. Invite someone versed in Achievement Motivation to discuss achievement planning.		Teaching Achievement Motivation
6. Discuss the elements involved in achivement planning; include motives, actions, personal and other obstacles, expert help, fears of failure, and hopes of success.		

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

D. Performance Objective: Demonstrates coordinated decision-making in various life spheres and periods of time.

1. Behavioral Objective: The student relates educational, occupational, family life and recreational decisions into an integrated tentative life style.
Evaluation: Make up test items using the mock-up suggestions in Learning Activity 4.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students make a list of the factors to be considered in considering marriage. Discuss the interrelatedness of occupational life, family life, and recreational life.	Home Economics 11-12 Social Studies 12th grade	
2. Introduce and discuss the concepts of "life style," "life space" and "life stages."	Social Studies History	Life Style and Life Space Concepts (appendix A-42) Life Stages (appendix A-43)
3. Discuss how one's career pattern may affect the whole style of living, i.e., work atmosphere, clothing, transportation, friends, geographical location, recreation, political activities, reading habits, etc.	Physical Education American History	Elm Town's Youth
4. Illustrate via case studies or mock-ups the widely contrasting views of workers as to job satisfaction, importance to society and sense of well-being. Discuss some of the reasons for these differences, using examples from several socio-economic levels.		The Sociology of Work Manpower and Economic Education
5. Conduct a Life Planning Laboratory with special note made of such activities as: the lifeline, the eulogy, and the news release.		Life Planning Laboratory (appendix A-40)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. After researching various occupations, list the leisure time and family life implications of each occupation. Consider characteristics of occupations such as earnings, amount of routine, work schedule, geographical mobility, physical exertion, emotional and mental exertion.	Physical Education Health Home Economics	
7. Survey workers in various occupations for implications of their occupation for family life.		Community Career Development Advisory Committee
8. Have students match a list of occupations and leisure activities. Survey workers and compare results.		
9. Do a "Pie of Life" values exercise.		Values Clarification pp. 228-231.

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

D. Performance Objective: Demonstrates coordinated decision-making in various life spheres and periods of time.

2. Behavioral Objective: The student projects the consequences of career decisions made now into the future.
Evaluation: Build into the mock-ups in D-1 projections of the consequences of decisions. Also see Learning Activity 9.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Discuss: "In an urban industrialized society a man's work constitutes the major factor in his style of life, providing the basic motivations for his behavior, and conditioning all the other roles he will play in society." Tennyson	Social Studies	
2. Present an introductory model of vocational life stages. Consider five or six stages encompassing pre-adolescence, young adult, the middle years, and old age.	Home Economics Social Studies	Vocational Life Stages (appendix A-43) Man in a World at Work Vocational Development A Framework for Research
3. Analyze the Life Planning Laboratory activity in terms of consequences of past decisions and implications for the future.	Teacher-Advisor Program	Life Planning Laboratory (appendix A-40)
4. Write an "occupational epitaph" for your tombstone.	English	
5. Develop an average estimated time usage chart for different periods of life. Consider the proportion of day devoted to each of the major activities of sleep, relaxation, eating, work, safety needs, and others for the periods of infancy, childhood, school age, adolescence, young adulthood, maturity, and retirement.		

	Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6.	Develop a stages of life chart for the various cultural expectations of independence, i.e., early childhood independence in yard and neighborhood.	Home Economics Psychology	Career Development Choice and Adjustment p. 62.
7.	Do a similar life stages chart for identity formation as reflected in the general roles society expects at various life stages, i.e., child, student, citizen, spouse, worker, friend, etc.	Home Economics Social Studies	Choice and Adjustment p. 63.
8.	Do a life stage chart on study and work, noting potential decision points, problem areas and potential changes in our culture.	Home Economics Social Studies	Choice and Adjustment p. 66.
9.	Discuss the various life stage charts in terms of: current status, projections for oneself, projections for cultural change in expectations, how planning and wise decision-making now can affect future life stages.		
10.	Overlay the various life stages charts and consider "life space" implications for various ages in terms of time usage, biological needs, independence, identity formation, study and work patterns.	Biology Social Studies Home Economics	
11.	Have students interview older workers to test out the life stages models; especially ask questions that will illustrate the interrelatedness of decisions in one's life space and over time.	History Home Economics	

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

E. Performance Objective : Exhibit planful use of resources in achieving career aspirations.

1. Behavioral Objective: The student's use of time and energies is congruent with stated goals.
Evaluation: See Learning Activities 1 and 2.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students guess estimate their time and money expenditures on a weekly basis for various activities, i.e., study, work, relaxation, etc. Follow up by having students log their leisure, school, work and home activities for one week. Discuss how time can be planned. Compare logs and individual goals and priorities.	Business Education Consumer Math	
2. Ask students to describe the personal goals and priorities implied in mock-ups of selected student weekly time and energy logs.		
3. Make comparisons between personal use of time and energy and an economic cost-benefit analysis used in Business.	Business Education	
4. Relate the construct of law of diminishing returns to the personal use of time, energy and money.	Business Education Economics Social Studies	
5. Have students consider "what does it really cost?" i.e., a school course credit, a hobby, part-time job, post high school education or training program, a promotion, etc. Discuss the costs in terms of time, physical and mental energy and stress, money and alternatives given up.		
6. Discuss: "Time is money."		

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

E. Performance Objective: Exhibits planful use of resources in achieving career aspirations.

2. Behavioral Objective: The student budgets his resources over long periods of time.
Evaluation: See Learning Activity 2.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students define personal resources on a broad basis using the Field Force Analysis as a starting point.	Group Counseling Teacher-Advisor Program	Field Force Analysis (appendix A-10)
2. Have the students develop a budget for the current school year. Discuss short- and long-term goals. Consider sample recordkeeping as a way to monitor details.	Business Education	
3. Have the students develop a family budget for a year of their personal projected life style.	Home Economics Family Living	
4. Do a combined personal resources (strengths and areas for growth) and an economic assessment of assets and liabilities.		
5. Have students interview people in supervisory positions as to criteria for promotion. Have questions especially dealing with personal planning implications.		Community Career Development Advisory Committee
6. Study the amount and nature of immediate and long term rewards in various occupations. Consider the budgetary implications of various occupations and life styles.		
7. Show the film Next Year is Now which illustrates the importance of planfulness.		Film: Next Year is Now

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypothesis.

F. Performance Objective: Utilizes the major informational resources needed in career decision-making.

1. Behavioral Objective: The student examines critically the career advice given by significant others.
Evaluation: Make up an Observation Test for Learning Activity 3 or use Learning Activity 5.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students interview workers as to the advice received regarding career planning. Ask about the type of advice received, the sources of advice, what was most influential and what appears to be helpful now.		Community Career Development Advisory Committee
2. Ask students to list the people who have influenced them the most. Follow up with descriptions of the influences. Discuss the relationships between social attraction and influence, perceived similarity, perceived expertness and perceived unbiasedness--all frequent elements of an influence situation or relationship.	Social Studies English Group Dynamics	
3. Role play advice giving and advice receiving in trois with the third person observing the interaction.		Round Robin Exercises (appendix A-14)
4. Discuss: Why do people give advice and what personal frames of reference might be operating. Consider the expressions of gratitude of the advisee, as well as personal needs, background, and motives.		
5. Ask students to seek the advice of various people regarding a hypothetical career plan. Compare the different advice given based on the same information. Consider adviser characteristics, i.e., age, sex, occupation, motives, expert knowledge.	Teacher-Advisor Program	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Have each student express in a visual way, i.e., drawing, painting, acting, etc., the person others want him to become, i.e., the expectation of a parent, friend, other family member.	Art Dramatics	
7. Have capable students reserach and demonstrate some major findings of the influence and persuasion literature in social psychology, i.e., "communicator credibility," "expert, social and legal powers," the "sleeper effect."	Social Studies English Psychology	Groups and Organizations

II. BROAD OBJECTIVE: To apply decision-making skills to the formation of a tentative career hypotheses.

F. Performance Objective: Utilizes the major informational resources needed in career decision-making.

2. Behavioral Objective: The student utilizes appropriate criteria for evaluating career information.
Evaluation: Use Learning Activity 2 or 4.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students develop and present "Guidelines for Preparing and Evaluating Occupational Materials." Include guidelines for student interviews, print and nonprint materials prepared commercially and by students and staff.		Occupational Information Current National Vocational Guidance Association Standards for Occupational Information
2. Have students compare occupational career planning information from several print and nonprint sources in terms of objectivity, correctness, frame of reference, completeness, etc.		
3. Ask students to assist in developing and maintaining a Career Development Resource Center for elementary, junior and senior high school students; also, consider community use of the Resource Center.		Community Career Development Advisory Committee Parent-Teacher-Student Association (PTSA) Minnesota Department of Employment Security
4. Using Osgood's Semantic Differential Technique, make lists of adjectives describing stereotyped occupations.	English	
5. Survey mass media sources for portrayals of occupations and as resources in career planning. Consider stereotyping, biases, cultural changes, etc.	English	
6. Have students brain storm all possible resources in career planning. Attempt to rank these in terms of objectivity, accuracy, completeness, and strength of influence.		

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

A. Performance Objective: Describes the necessary preparation for a preferred occupation.

1. Behavioral Objective: The student describes the educational and training requirements for personal career goals.
Evaluation: Consider the Educational-Occupational Information Exam (EOIE) in Vocational Guidance Quarterly. September, '72, Volume 21, p. 49.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Use a Vocational Investigation Worksheet.		Vocational Investigation Worksheet (appendix A-44)
2. Have students analyze employment ads across newspapers and over time so that some generalizations about job requirements can be made.		
3. See Objective I-F-1 (Learning Activities 1, 4, and 5).		
4. Have students investigate and compare various types of post high school occupational preparation, i.e., public and private colleges, vocational-technical schools, apprenticeship, military service training, and on-the-job training programs. Consider: time, costs involved, social climate, training outcomes, and nonoccupational outcomes.		a) "Information Programs--Minnesota State College System" Office of the Chancellor, Minnesota State College System. b) Career Opportunities Through Apprenticeship c) Directory of Courses Offered in Area Vocational-Technical Schools d) Minnesota Association of Private Vocational Schools Directory e) Minnesota Senior Newsletter f) "Educational Directories and Guides" section of Bibliography of Selected Guidance Materials.
5. Have a personnel worker explain how school and volunteer experiences are evaluated for job applicants.		
6. Send out student visiting teams to the various post high school occupational preparation resources. Consider time (cont.)		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. (cont.) and costs involved, social climate, entrance requirements, training outcomes in terms of occupational and nonoccupational outcomes.		
7. Discuss the recent trend to increased percentage enrollments in vocational-technical schools.		"College Alternatives Attract Students" St. Paul Pioneer Press February 4, 1973, pp. 1, 3, Family Life Section
8. Hold a career conference based upon students' expressed career interests. Use a job, family or career ladder approach in scheduling consultants and employer representatives.		All Department Chairmen Subcommittee
9. Focus on the career implications of all school subjects.		Career Charts

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

A. Performance Objective: Describes the necessary preparation for a preferred occupation.

2. Behavioral Objective: The student identifies the sources of financial assistance for any necessary education or experience.
Evaluation: Have students generate three alternative plans for funding their career plans.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students compare the increasing costs of occupational training and preparation with other indices of infliation over the past five years. Make some projections for the immediate future.	Social Studies Business Education Economics	
2. Consider the costs, both financial and other, of not investing in occupational training, for the individual and society. Consider unemployment and under employement.		
3. Have students ivestigate various educational-job training loan sources.		Need a Lift? American Legion Scholarships and other Financial Aids, B'nai B'rith Vocational Service, A Bibliography of Selected Guidance Materials, Kerlan
4. Consider the literature on lifetime earnings by amount of education in terms of possible causal and noncausal relationships. Consider the factors involved in correlational relationship statistics.	Math Statistics and Probability	
5. Discuss: Education may be an investment with varying risks of return.	Social Studies Economics Business Education	
6. Study various types of interest rates, i.e., simple interest, unpaid balance, compounded interest.	Math	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. See Objective II-E-1 (Learning Activities 1, 3, 4, 5, and 6)		

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

A. Performance Objective: Describes the necessary preparation for a preferred occupation.

3. Behavioral Objective: The student describes the various job ladder progressions of several preferred occupations.
Evaluation: Consider test items or modifications of test items from the Educational Occupational Information Exam (EOIE).

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Use the Survey of Preferred Occupations to provide an overview of several preferred career choices.	10-11	Survey of Preferred Occupations (appendix A-33)
2. Use the Vocational Investigation Worksheet to detail entrance and promotion requirements in one's preferred career choice.	12th grade	Vocational Investigation Worksheet (appendix A-44)
3. See Objective II-B-3 (Learning Activities 1,2,4, and 5)		
4. Investigate the relationship between promotional job ladders and: geographical mobility, sex, education, and industry.		
5. Consider work histories in terms of vertical or promotional movement, as well as horizontal or transfer movement.		
6. Investigate help wanted and situations wanted employment ads in terms of vertical and horizontal job ladder sequences.		
7. Apply the Immediate versus Long-Term Rewards Chart to promotional career planning.		Immediate Versus Long-Term Rewards Chart (appendix A-36)
8. Have students spend one day with a beginning worker, one with a mid-management or mid-promoted worker, and one day with a top promoted worker in his field.		Community Career Development Advisory Committee

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

B. Performance Objective: Utilizes technical and nontechnical resources for gathering information about preferred occupations.

1. Behavioral Objective: The student critically evaluates and uses occupational information from school and mass media sources.
Evaluation: See Learning Activity 6-b.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Review the specialized reading and vocabulary skills necessary for reading college, trade and technical school catalogues and employment want ads		Life Styles and Work: A Career Education Resource Guide
2. Help students make audio-slide career information packages on various career clusters for use in elementary, junior and senior high school career development resource centers. Evaluate in terms of age level, accuracy, realism, and interest.		Current Career Information Bibliography National Vocational Guidance Association Occupational Information
3. Review methods of classifying occupations and have students practice with four occupations of highest interest.		Classifying Occupations (appendix A-47)
4. See Objective II-F-2 (Learning Activities 2, 3, 4, 5, and 6)		
5. Use the Sources of Career Information.		Sources of Career Information (appendix A-45)
6. Have students use the Career Information Evaluation Guidelines to a) Maintain a Career Resource Center in their building or in a junior high or elementary school. b) Investigate their own career plans.		Career Information Evaluation Guidelines (appendix A-46)

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work setting.

B. Performance Objective: Utilizes technical and nontechnical resources for gathering information about preferred occupations.

2. Behavioral Objective: The student critically evaluates and uses occupational information from the community.
Evaluation: Use Learning Activity B-1, number 6-b.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students survey the schools and the community for work experience training situations. Consider elementary, junior and senior high school building opportunities for short term work experiences, as well as community paid and nonpaid positions.	11-12 Student Countil	On-the-job Coordinators Community Career Development Advisory Committee
2. See Objective I-D-1 (Learning Activities 4, 6, and 7)		
3. Involve students in conducting a follow-up study of graduates. Include family status, military service, education, occupational history, and high school education.	12th grade	Counselor Community Career Development Advisory Committee Assistance
4. Have students make fictional mock-ups of case studies of workers talking about their careers.		
5. Invite a counselor in to discuss what happens to graduates.		
6. See Objective I-F-1 (Learning Activities 4 and 5)		
7. Have students ask workers to describe "critical incidents" in their jobs in terms of influencing their happiness and career pattern.		
8. See Objective II-F-1 (Learning Activities 1, 4, and 5)		
9. Use the interview guides.		Interview Guides (appendix A-32, 33, 36, 43)

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

B. Performance Objective: Utilizes technical and nontechnical resources for gathering information about preferred occupations.

3. Behavioral Objective: The student critically analyzes his work experiences.
Evaluation: Consider a modification of Learning Activity 4.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Arrange for students to volunteer their services to employers, community agencies, etc., on a part-time basis. Periodically review this experience with the students in terms of meaning for career plans.		Counselor and Community Development Advisory Committee Assistance
2. Have students periodically update a personal resume.		
3. See Objective I-F-1 (Learning Activities 2, 3) Objective I-F-2 (Learning Activity 6)		
4. Have students do a a self-survey of "critical indidents" in their work experience.		
5. Have students interview other students using some of the Interview Guides.		Interview Guides (appendix A-32, 33-36, 43)

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

C. Performance Objective: Studies in detail the worker satisfactions and dissatisfactions in preferred career fields..

1. Behavioral Objective: The student analyzes the sources of potential frustrations, satisfactions and dissatisfactions in the preferred career fields.
Evaluation: Have the student list potential satisfactions and dissatisfactions associated with preferred career plans.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Discuss the Work Milieu in terms of the physical, social, and psychological climate of occupations. Have students investigate specific occupations.	Health Social Studies	Observations of "The Worker Milieu" (appendix A-48) Record: "A Man's Work"
2. Introduce some of the elements that affect worker fatigue, i.e., motivation, type of task, effort, work breaks.	Health Biology	
3. Discuss: Does alienation from work necessarily imply alienation from society.	Industrial Arts	"Swedish Auto Makers Humanizing Production Line," St. Paul Pioneer Press, November 12, 1972. p. 15, Metropolitan section.
4. Consider the possible negative and positive feelings people might have towards their job, i.e., economic security, recognition and approval, mastery and anchievement, fellowship, nervous strain, boredom, etc.		The Instinct of Workmanship
5. Review the Minnesota Studies on Work Adjustment.		University of Minnesota Industrial Relations Center, A Definition of Work Adjustment, Bulletin 30; The Measurement of Employment Satisfaction, Bulletin 35; A Theory of Work Adjustment, Bulletin 38 or 47. Adjustment to Work
6. Have students conduct a worker satisfaction study of the preferred occupations, Retain for the library or career resource center.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. See Objective I-C-1 (Learning Activities 1, 5) Objective I-D-2 (Learning Activities 1, 2, 6, 11, 12) Objective II-D-1 (Learning Activities 3, 4, 6)		
8. Have students consider some of the nonfinancial needs that may or may not be fulfilled by work, i.e., recognition, interpersonal relationships, self-expression, achievement, dominance, creativity, and challenge.		
9. Discuss some of the implied differences between a job and a career. Consider work survey comments such as "I bring home the paycheck" or "I put in my time" versus "I am a nurse" or "my work is my play."		"Many Americans 'fed up' with Jobs, U.S. Study Reveals," The Minneapolis Star. December 22, 1972. p. 5-B.
10. Have students read and/or listen to Death of a Salesman and discuss the place of work and work values in Willy Loman's life.	English	Death of a Salesman. Miller, A. New York: Viking Press, 1958.
11. Discuss the effects of occupational mobility in terms of job, family and society.		A Nation of Strangers "The Nomadic American" Time. September 11, 1972. p. 39.
12. Study some of the social roles and demands expected of preferred occupations. For example: religious work, teaching, police work, sales.	Social Studies	

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

C. Performance Objective: Studies in detail the worker satisfactions and dissatisfactions in preferred career fields.

2. Behavioral Objective: The student analyzes the sources of potential frustrations, satisfactions, and dissatisfactions in the preferred career fields.
Evaluation: Have the student list potential satisfactions and dissatisfactions associated with preferred career plans.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Review financial compensation from the broad standpoint of salary, fringe benefits, stock options, travel expenses, etc. Have students investigate the compensation associated with their preferred career plans, as well as any projections for the future.	Math Social Studies Economics	You and Your Pension
2. Have students do a financial compensation study of occupations using employment ads and legal wage guidelines.		U.S. Wage, Hour and Public Contract Division Minneapolis Federal Building 110 South 4th Street Minneapolis, Minnesota
3. See Objective I-D-2 (Learning Activities 1, 2, 4, 12, and 14)		
4. Analyze the amount and nature of the financial compensations available on an immediate and a long-term basis for various occupations and career patters.		Use a modification of The Immediate versus Long-Term Rewards Chart (appendix A-36)
5. Have students compute salaries and other financial compensation using the help wanted ads for shorter and longer range basis (i.e., week, month, year). Compare take home pay, deductions and other benefits with projected budgets based on preferred life styles.	Business Math	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Compare salary raises and other financial compensations with changes in the cost of living.	Social Studies Business Math	"Where Everybody's Dollars Went" Time. July 26, 1971. p. 57.
7. Study the various payroll deductions, i.e., taxes, social security, retirement plans, insurance.	Social Studies Business Math	

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work setting.

C. Performance Objective: Studies in detail the worker satisfactions and dissatisfactions in preferred career fields.

3. Behavioral Objective: The student analyzes the ethical questions which confront workers in the preferred area(s) and projects
Evaluation: Develop mock-ups of ethical case studies for student reaction (a legal work simulation-experience).

Learning Activities	Related Subject And/Or	Suggested Resources
1. Have students investigate ethical problems involved in the activities of the state regulatory agencies in the areas of consumer affairs and licensing of various occupations.	Personal Law Social Studies	"Watchdogs: Boards Handle Complaints, Can Revoke Licenses" The Minneapolis Star January 1, 1972 p. 9A.
2. Discuss possible similarities and differences in the ethical responsibilities of various occupations such as: sales, research science, news reporting entertainers, etc. Consider: Who enforces the ethics of each group?		
3. Discuss or debate: Legal or voluntary codes of ethics for occupations. Consider: Are codes of ethics enforceable?	Personal Law Social Studies	"Role for Citizens Urged in Watch Over Professions" The Minneapolis Star January 1, 1972 p. 9A.
4. Have students research specific codes of ethics and/or related regulations of their preferred occupations.		"Lscensing Boards Mix Lay Members" St. Paul Pioneer Press March 1, 1973 p. 26C
5. Invite a representative of the Better Business Bureau to describe their attempts to insure ethical practices.		
6. See Objective I-B-3 (Learning Activities 1, 2, 5, 6 and 10)		

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

D. Performance Objective: Identifies the sources of power in preferred work situations and describes their potential personal effects.

1. Behavioral Objective: The student describes the formal and informal power structures in the preferred career field(s).
Evaluation: Use a career plan example in Learning Activity 1.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have the students analyze formal and informal power structures using an organizational chart with solid lines denoting formal decision-making and broken lines representing informal decision-making. Consider analyzing: the classroom, the family, the school, community organizations, governmental unity, PTSA and employing organizations.	Social Studies	Groups and Organizations pp. 190-197.
2. Conduct a power-powerless Laboratory in which either: a) all students must rank themselves in terms of perceived power and then discuss why, b) a subgroup is given all the power in the classroom and various commands are carried out.	Social Studies	
3. Discuss the three types of power: a) expert power, b) social power, c) legal power, and give examples from classroom activities and work situations.		Groups and Organizations p. 190 - 197.
4. Interview beginning workers or have them speak to the class on the effects of the authority--decision-making--power structure of their work situation.		On-the-job training students

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
5. Interview workers regarding self-employment or other relatively autonomous work situations versus employment with many formal and possibly informal power relationships.		Community Career Development Advisory Committee
6. Have students research negotiation and cooperation studies in social psychology. Consider shared power or resources as a necessary condition of negotiation and cooperation.	Social Studies	Groups and Organizations p. 317.
7. Set up cooperation-negotiation exercises using "The Prisoners' Dilemma Game" or "The Trucking Game" illustrating the uses of power, threat and the need for shared power and trust in negotiation.	Social Studies Teacher-Advisor Program	Reaching Out pp. 49-52

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

D. Performance Objective: Identifies the sources of power in preferred work situations and describes their potential personal effects.

2. Behavioral Objective: The student describes the potential effects of various leadership styles and organizational decision-making in preferred employment situations.
Evaluation: Use a short answer question.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
L. Research the group dynamics literature on democratic, authoritarian, and laissez faire leadership styles. Consider the human relations and task efficiency aspects.	Social Studies	The Managerial Grid
2. Set up exercises or role play simulations of participative decision-making in groups, as well as permissive and one-man or subgroup rule.		Hollow Square (appendix A-49) Group Decision-making Exercise--NASA (appendix A-50)
3. Discuss theories of leadership: a) The great man theory--leaders are a different kind of people. b) The situation makes the man--particular situations call for particular kinds of leaders. c) Interaction theory--a combination of personality and situational factors determine the leader. d) The resources needed theory--the needed contributions to accomplish the task determine the leadership and this leadership may be shared by several or many depending on the time and situation.		Social Psycholgoy and Education Interaction Process Analysis
4. Discuss: there are two different kinds of leaders or leadership resources: the task specialist or the human relations specialist. Administer the Self-Evaluation of Leadership Resource Skills.		Interaction Process Analysis Self-Evaluation of Leadership Resource Skills. (appendix A-51)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
5. Have students investigate the National Training Laboratories (NTL) activities in organizational decision-making, team building and human relations training for industry.		What is Sensitivity Training (appendix A-52)
6. Interview workers in the preferred fields as to the nature of leadership styles and participation in decision-making that they experience. Consider if there is a need for more efforts to achieve participative leadership and participative decision-making.		
7. Discuss: Participative decision-making is the process of involving all people who are affected by a decision to be involved in making that decision.		

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

D. Performance Objective: Identifies the sources of power in preferred work situations and describes their potential personal effects.

3. Behavioral Objective: The student describes the potential personal implications of worker organizations such as unions and professional associations.
Evaluation: Consider short answer questions related to D-2.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Examine professional associations and unions in terms of entry requirements, licensing, ethical regulations, input on the worker melieu, and financial compensation.		
2. Investigate the membership fees and dues in terms of occupational costs, as well as the ways in which the funds are allocated.		Minnesota AFL-CIO 414 Auditorium Street St. Paul, Minnesota 55102
3. Have students review the professional and trade newspapers and journals related to their career plans. Consider advantages and requirements of membership, as well as viewpoints expressed.		
4. Have students interview officers of occupational associations and unions as to goals and activities. Interview workers as to their perceptions of advantages and limitations of membership.		"Carpenter Credits Union with Helping Him Nail Down Success" Minneapolis Star June 23, 1972 p. 8B
5. Investigate union-management relations in terms of their ability to resolve conflicts. Consider "Negotiation," "Collective Bargaining," "Mediation," "Arbitration," "Grievance Procedures."	Social Studies	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Have the students organize a union or other occupational association within a classroom or a school organization. Consider: self-interest versus society's interest, and collective negotiation procedures.		The Art of Negotiating
7. Research and graph the history and growth of the labor movement (1900-present).	Math History	Historical Statistics of the United States
8. Discuss the possible reasons for the recent growth in unions in public service occupations.		

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

E. Performance Objective: Makes career plans which take into account social, economic and technological changes.

1. Behavioral Objective: The student describes the possible effects of social, economic and technological changes upon preferred occupational role(s).
Evaluation: See Learning Activity 7.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students research automation and cybernation with community visits. Consider: a) Is it possible that this technology will make people working obsolete? b) What are some of the benefits of automation? c) What are some of the costs or penalties for these benefits? d) Who is affected most by techological unemployment?	Social Studies Industrial Arts	Film: Automation Parts 1, 2, 3
2. Have student compare the interaction effects of social changes in the family, geographical mobility, values, and characteristics of the working force.	Social Studies Home Economics	
3. Illustrate the use of "supply and demand curves" with examples of the manpower market, unemployment, wages and the earnings gap between men and women.	Business Education Social Studies Economics	
4. Review the projections for post high school educational and vocational placements, as well as ten-year manpower protions.		Bureau of Labor Statistics "Minnesota Shortage Occupation Study" Minnesota Department of Manpower Services, January, 1970. A Projected Manpower Trend (appendix A-53)
5. Have the students review literature, poetry, music and other fine arts expressions of the work ethic and changing work values, i.e., "I Hear America Singing."	Music English Drama Art	Leaves of Grass Whitman, Walt, New York, Aventine Press, 1931. pp. 11-12

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Examine the effects of changing technology with corresponding changes in social developments and values, i.e., work alienation, the generation gap, counter culture, alternative life styles. Use current periodicals and newspapers.		"Boredom Spells Trouble on the Line" Life. September 1, 1972, pp. 30-38.
7. Take a specific industry, work cluster or preferred occupation for a case study of specific considerations for high schol students to include in their planning.		
8. Discuss family traditions that have career implications. Have students interview family members covering as many generations as possible. Make an Occupational Family Tree.		Significant Others: A Career Education Resource Guide
9. Study the business cycle and historical accounts of the 1920's and 30's depression. Discuss the implications for workers then and now.		
10. Study the changes in agriculture, agricultural business, and natural resources occupations.	Agriculture Science History	Exploring Agri-Business and Natural Resources Occupations. Agriculture Education Minnesota Department of Education.

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

E. Performance Objective: Makes career plans which take into account social, economic, and technological changes.

2. Behavioral Objective: The student identifies the common elements in the preferred occupation(s) which may transfer to other fields.
Evaluation: Ask students to describe at least two transfer of training examples for their career plans

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Identify worker functions or roles which are common to occupations in the past, in the present and might be found in the future, i.e., communication skills and human relations skills.		
2. Introduce the concept of "serial careers." Consider the influences for stable and unstable career patterns, i.e., technological obsolescence, personal growth or rigidity, etc.	Social Studies Industrial Arts Agriculture Science	Psychology of Careers
3. Debate: Because of the increasing pattern of "serial careers" education should be more (less) general than it is now.	Debate	
4. Review current literature on the characteristics of the labor force and follow up with a survey study of worker traits, i.e., education, training, age, sex, work values, etc.		
5. Discuss the trend to increased specific vocational-technical occupational training and decreased general college enrollments in the light of: a) "serial career" patterns, b) changing work values, c) technological and social changes		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Review current literature on "futurists" as a field of study and as a source of projections for the future. Do some futurist exercises: a) What the job will be like twenty years from now. b) What life styles will be like twenty years from now - family life, transportation, values, leisure time, etc.		The Futurists Toffler, A., Editor New York: Random House 1972 "A Few Years Ago Their Jobs Didn't Exist" Minneapolis Star February 19, 1973 p. 1B

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

F. Performance Objective: Experiences an entry level position in the school setting or in the community.

1. Behavioral Objective: The student prepares for consideration by an employer when choosing from several job applicants.
Evaluation: See Learning Activities 2, 8, and 9.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Consider what employers expect from their employees, using industrial relations studies and interviews. For example, reasons for getting fired include: difficulty following directions, laziness, frequent absences, tardiness, carelessness, etc. Desired traits include: dependability, cooperation, initiative, loyalty, etc. (See Objective I-F-1, activity 4; I-F-2, activity 2.		"In (Slight) Praise of Tardiness" Time. June 28, 1971 pp. 50-51. Film: Preparing for Jobs of the 70's
2. Provide practice in how to assess one's qualifications with the intention of deciding what type of position to apply for. See Objective I-A and B.		"Merchandising Your Job Talents" Minnesota Department of Manpower Services, 1970.
3. Have students prepare a detailed inventory of background and experience, include school and hobbies.		
4. Provide practice in how to locate available jobs. Consider friends, relatives, public and private placement services, the school, civic organizations, civil service, want ads, and phone directories.		
5. Use mock-ups of want ads as exercises in interpretation. Include common abbreviations, occupational jargon, etc.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Have students play a "Job Application Game" using employer and employee roles, observers, and a score card based upon realistic expectations and qualifications.		How to Get a Job Job Cards Educational Design Inc., and National Association of Manufacturers Addison-Wesley.
7. Have students compare the employment ads from different newspapers and different geographical locations. Critique what information is provided, missing or misleading.	English	
8. Have students write a letter of reference for a friend after a discussion of the value and use of letters of reference.	English	
9. Have all students do a self-evaluation of their in-school and/or out-of-school work experiences. Follow up with a feedback interview with the immediate supervisor.		In-school Work Experience Program (appendix A-54) On-the-Job Training Program

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

F. Performance Objective: Experiences an entry level position in the school setting or in the community.

2. Behavioral Objective: The student applies job seeking skills including application and interview procedures.
Evaluation: Set up a simulation of the various job seeking procedures for student critiquing or practice.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have all students prepare a resume for use in obtaining job interviews, as well as for general practice and assistance in the interview. Include: personal data, employment goals, work history, education, and references.		Merchandising Your Job Talents Minnesota Department of Manpower Services, 1970. (General Reference)
2. Provide students with model mock-ups of resumes and letters of application covering a variety of occupational areas.		
3. Have students practice writing letters of application. Stress neatness, specificity, and brevity.		
4. Have students practice filling out job application blanks of various types.		Job Corps "World of Work" Kits Manual A and B
5. Have students look at the effects of "first impressions" by sharing first impressions of people they know well. Consider the sources of "accurate" and "inaccurate" first impressions and the basis for making such judgments.		Film: Personal Qualities for Job Success.
6. Video tape role playing of job interviews and do focused feedback replays on voice quality, positive impression, appearance, grooming, etc.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Review the nature and use of employment testing as related to school aptitude and achievement testing. Rehearse and review efficient test taking behaviors.		
8. Discuss the types of appropriate post interview follow-up procedures.		Counselor Assistance

III. BROAD OBJECTIVE: To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

F. Performance Objective: Experiences an entry level position in the school setting or in the community.

3. Behavioral Objective: The student analyzes the compensations and promotional possibilities in the entry job experience.
Evaluation: Consider a short answer essay or a structured interview.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have the students do a self-evaluation of their work experiences.		Rating of Work Experiences (appendix A-55)
2. Have the students interview their immediate employer supervisor using the Rating of Work Experiences.		Rating of Work Experiences (appendix A-55)
3. Do a salary and fringe benefit analysis of one's current job. Follow up with a personal budget analysis.	Business Math Business Education	
4. In small groups, have students share their work experiences in terms of satisfactions and dissatisfactions and possible promotional goals.		Counselor Assistance
5. See Objective I-D-2 Learning Activities 1, 2, 3, 4, 5, 14, 15 Objective III-C-2 Learning Activities 4, 5, 7.		

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

A. Performance Objective: Identifies interpersonal characteristics necessary for the preferred occupational role(s).

1. Behavioral Objective: The student describes personal career potential in terms of interpersonal skills.
Evaluation: See Learning Activity 8.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Administer and discuss the results of interaction inventories such as the:		Counselor Assistance
a) FIRO-B	11-12	FIRO Schultz, W. Consulting
b) HIM-B	11-12	-B Psychologist Press
c) HIM-A (easier reading)	10-11-12	HIM- Hill, W. F. Hill Inter-
d) The Friendship Relations Survey	11-12	B action Matrix.
		Friend- Johnson, D. W. Reach-
		ship ing Out; pp. 21-25
2. Discuss: "Alienation from one's real self not only arrests one's growth as a person; it also tends to make a farce out of one's relationships with people." (S. Jourard)		Reaching Out pp. 9-15
3. Look at self-disclosure and self-awareness through literature and poetry, i.e., "Revelation" by Robert Frost.	English 10-11-12	The Poetry of Robert Frost Lathem, E. C. Holt, Rinehart and Winston 1934.
4. Look at self-disclosure and interpersonal competence through the Johari Awareness Model. Use the "Bag Exercise" (Johnson, Reaching Out. p. 32) in which each student is given a large paper bag and various materials to decorate the bag in terms of sharing about oneself, as well as objects to put in the bag to symbolize unshared aspects of oneself. Have structured sharing of opportunities, as well as opportunities for others to reach and give their perceptions. Consider an I am ...? Exercise.	English Social Studies Psychology	Johari Awareness Model (appendix A-7) I Am ...? Exercise (appendix A-56)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
5. See Objective I-A-I Learning Activities 1 and 9 Objective I-F-2 Learning Activity 5		
6. Use an "Interpersonal Patterns Exercise" (Johnson, Reaching Out. pp. 34-35) in which each student fills out an adjective check list from a made up list of 20 interaction behaviors, i.e., agrees, assists, cooperates, criticizes, directs, etc. The results are shared in trios in order to check out the perceptions of others.		
7. In small groups, use a strength bombardment technique in which each student shares for 2 minutes personal qualities he is proud of. Rule out any self-qualifications of strengths and follow with the perceptions of others and relate this positive feedback to career potential.		
8. Have students verify the presence or absence of social skills needed for preferred career plans using the Peer Evaluation Feedback.		Peer Evaluation Feedback (appendix A-57)
9. Review what employers in the preferred occupation(s) expect in terms of cooperation, loyalty, interpersonal communication, interpersonal problem-solving, etc.		
10. Use observation guides for group processes and group member behaviors in various practice tasks such as the "Hollow Square," committee meetings, and group work to increase awareness and growth of interpersonal competencies.	English Social Studies Group Dynamics Any Group Work Setting	Group Counselor Assistance Observation of Group Skills (intermediate, 10-11) (appendix A-58); Observation Sheet for Goal-Directed Leadership (advanced, 12) (appendix A-59); Self-Evaluation of Group Work Skills (11-12) (appendix A-60; Exercise on Learning Working Climates (11-12) (appendix A-61)
11. Administer and discuss the Survey of Interpersonal Values (SRA).		

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

A. Performance Objective: Identifies interpersonal characteristics necessary for the preferred occupational role(s).

2. Behavioral Objective: The student describes personal areas for growth in terms of interpersonal skills needed for career and life style and develops an action plan.
Evaluation: Alternatives include verbalized statements and observations in a class, advisor-advisee relationship or counseling group.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Consider goal setting in the area of relationship skills by analyzing one's behavior in various settings, as well as seeking the observations of others. In addition to the Observation Guides in A-1, there are: a) relationship studies b) group growth evaluation	Social Studies Teacher Advisor Program Group Counseling	Counselor Assistance Relationship Studies (appendix A-62), Group Growth Evaluation (appendix A-63), Field Force Analysis (appendix A-10), Analysis of Personal Behavior in Groups (appendix A-11), Goals for Personal Development (appendix A-12) Round Robin Helper-Helpee Exercise (appendix A-14)
2. After a fair amount of interaction experiences ask the committee or class to tape newsprint sheets around the room with their name and two columns headed "Things I Appreciate" and "Areas for Growth." On a voluntary basis have students silently write on each other's sheets. (Include the teacher or counselor.) Discuss the growth sheets afterwards and encourage students to keep them for future reference.		
3. See Objective I-A-2 Learning Activities 1, 4, 6, 9, 14.		

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

B. Performance Objective: Copes with the power exercised by others in work and work related situations in ways which are self-rewarding.

1. Behavioral Objective: The student correctly assesses formal and informal power structures in educational and work settings.
Evaluation: Make up pencil-paper test items on power, powerless structures and situational examples.

Learning Activites	Related Subject And/Or Skill Area	Suggested Resources
1. Have student practice sociograming influence factors in small group work, committees, classes, and work experiences. Consider using 3x5 cards on which students identify most influential, etc., identify reasons for high influence, discuss ways to increase influence or power.		Participation Influence Atmosphere (appendix A-64)
2. Review or conduct a power-powerless laboratory exercise in which all students rank themselves and others in the group or class or work unit in terms of power. Follow up with a discussion of expert power, social power and legal power.		Group and Organizations General Reference
3. Administer the Management Grid and discuss task versus human relations aspects of group interaction. Provide opportunities for practicing leadership-management functions.		The Management Grid Leadership Functions (appendix A-65)
4. See Objective III-D-2 Learning Activities 1, 2, 3, 4.		
5. Study the authority structure in the armed services. Discuss reasons for the recent changes in certain aspects of the military life style.		
6. Have a committee do an analysis of the power structure (formal and informal) of the: school as a social unit, student government as a unit, a classroom, the PTA, etc.		

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

B. Performance Objective: Copes with the power exercised by others in work and work related situations in ways which are self-rewarding.

2. Behavioral Objective: The student maintains a personal integrity in the face of different and sometimes conflicting expectations of others.
Evaluation: Use student self-evaluation and observations of teacher-advisors.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students role play various situations where there are conflicting and/or ambiguous expectations, i.e., authority conflicts, ethical conflicts, personality conflicts in school and work roles. Consider: communication, mediation, compromise, avoidance and escape methods of coping.		
2. Relate school experiences with conflicting or differing expectations of appearance behavior and achievement to work experiences and career plans. Try to analyze the effects of differing expectations and methods of maintaining one's "personality" in such situations.		
3. Discuss norms as shared attitudes, in a group, that influence relationships by helping individuals know what is expected of them. Consider: a) changing nature of a norm, b) formality of a norm, c) ambiguity of a norm.	Social Studies	Group Processes in the Classroom. pp. 65-83.
4. Discuss: ambiguity is the prime condition of stress and conflict.		
5. Discuss: limits testing as a way of reducing ambiguity of norms or expectations.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Have capable students review and report on the conformity --anti-conformity research of Asch, Hollander, Willis and others.	Social Studies Psychology	Groups and Organizations. pp. 215-222, 232-247, 288-297.
7. See Objective I-B-3 Learning Activities on value conflict resolution 1, 2, 3.		
8. Have students interview community and student workers and also share their own experiences with conflicting or ambiguous norms or expectations as to their role.		

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

B. Performance Objective: Copes with the power exercised by others in work and work related situations in ways which are self-rewarding.

3. Behavioral Objective: The student uses constructive problem-solving skills in conflict situations.
Evaluation: Have students complete a partial problem-solving model, provide application examples.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Provide examples via mock-ups and role playing of a problem-solving model for interpersonal conflict.		Interpersonal Conflict (appendix A-66)
2. Apply the concepts and techniques of negotiation-collective bargaining to interpersonal and intergroup conflicts. See Objective III-D-1 activities 6 and 7. Objective III-D-3 activities 5 and 6. Objective I-B-3 activities 6 and 7.		Reaching Out The Art of Negotiating Nierember, G. L. New York: Cornerstone Library, 1972 (paperback)
3. After some practice with basic interpersonal communication, teach constructive confrontation skills by having pairs of students share things that clock the relationship or that could improve the relationship.	Group Dynamics Teacher-Advisor Program	Counselor Assistance Reaching Out pp. 166-168.
4. Have students write down past interpersonal conflicts and how the conflicts were resolved.		
5. Discuss some of the common misperceptions and miscommunications in conflict situations, i.e., monopoly on truth and justice, a double standard of right and wrong, and oversimplified polarized thinking.		Film: One Man's Opinion
6. Discuss the frequent polarization and inadequate resolution of conflict by groups using majority votes rather than consensus methods in problem-solving--decision making.		

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Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Practice role reversal exercises to increase communication and insight into the other person's position.		Reaching Out pp. 214-215.
8. Discuss four possible resolutions of conflict and examples of each. a) victory of one party and submission of the other, b) a compromise in which each party receives part of what it wants, c) the demands of both parties are met, d) loss of interest by one or both parties in the dispute.		
9. Have capable students research and report on the social psychology literature on intragroup conflict and conflict resolution.	Social Studies 11-12	Groups and Organizations pp. 298-358. Reaching Out pp. 159-170, 195-229.

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

C. Performance Objective: Exhibits interdependence and cooperation in task and work situations.

1. Behavioral Objective: The student exhibits an awareness of the needs of others in task situations.
Evaluation: Use the Round Robin Helper-Helpee Exercises (appendix A-14)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Discuss expressions of independence in our society from: a) historical sources, b) literary sources, i.e., Walden, c) popular music, i.e., "I Am a Rock" by Simon and Garfunkel. Relate the values of independence and competition to the values of cooperation and teamwork.	History Music English	Walden Thoreau, H. D. New York: The Modern Library, 1950.
2. Discuss student experiences in same age helping, whether it be in classroom learning group assignments or in work experiences. Consider the importance of sensitivity to the needs of others whether helping or being helped.		Teacher Concerns About Same Age Helping (appendix A-67) Found Robin Helper-Helpee (appendix A-14)
3. For students who have done cross age tutoring, discuss an evaluation of the experience.		Evaluation Form for Cross Age Tutoring (appendix A-68)
4. Bring out some of the elements of cooperation including communication, trust, shared rewards and individual resource contributions to a common cause by administering the Survey for Group Work before and after team work tasks.		Survey for Group Work (appendix A-69)
5. See Objective III-D-1, activities 6 and 7 Objective III-D-2 activities 5, 6, and 7		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Utilize the Hollow Square Exercise to show the importance of communication, sensitivity to others, and cooperation in task completion.		Hollow Square Exercise (appendix A-53)
7. Discuss: Rivalry in moderation, can be stimulating. When the rivalry becomes too intense, however, the pressure can be demoralizing.	Physical Education	
8. Look at "threat" as a deterrent to cooperation, interpersonal relationships and intellectual functioning.		Group Processes in the Classroom. p. 13.
9. Discuss: "interpersonal trust" in terms of: risking, self-disclosure and the rewarding of others.		Reaching Out pp. 43-55.
10. Use a structured exercise where cooperation or competition can be the natural outcome based on the communication system and the pay off or reward system (individual or shared rewards).		"Nichel Auction Exercise" in Reaching Out. pp. 216-220.
11. Look at various strategies of pay off or reward in games, decision theory and coalition formation as influencing risk-taking, competitive behavior and cooperative behavior.	Algebra Statistics and Probability 11-12	Groups and Organizations pp. 331-358.
12. Compare the market place bargaining of offers and counter offers with other more interpersonal negotiation or problem-solving situations. Stress the importance of communicating offers and alternatives as being analogous in terms of avoiding threat and hurt feelings.	Spanish	

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

C. Performance Objective: Exhibits interdependence and cooperation in task and work situations.

2. Behavioral Objective: The student shares in the success of group goal attainment.
Evaluation: Observation and student self-evaluation.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Define team work or cooperation as the exchange of personal resources.		Group Processes in the Classroom. pp. 50-54. Survey for Group Work (appendix A-69)
2. Have students study the effects and conditions of interdependence and shared rewards upon task specialization and division of labor. Use examples of individual versus group grading, individual and team sports, etc.		
3. Debate: The values of competition versus cooperation.	Speech	
4. See Objective I-E-2 Activities 1, 4		
5. Use process observers to note the reactions of winners and losers in various puzzle and game exercises (see appendix A-51). Note the success reactions in cooperative as compared to competitive activities.		Nichel Auction Exercise in Reaching Out. pp. 216-220.
6. Have capable students research the quality and quantity of production outcomes of various individual competitive, group competitive and coooperative social psychology experiments. Simulate or replicate some of these experiments in the classroom.		Groups and Organizations pp. 314-348.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Discuss the results of research indicating that in small group discussion, cooperation is generally a more productive problem-solving method than group or individual competition. Relate the implications of such results to career plans.		Groups and Organizations pp. 314-348.

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

D. Performance Objective: Displays knowledge and skill in applied group dynamics and work organization.

1. Behavioral Objective: The student analyzes the structures and processes involved in productive group efforts.
Evaluation: Have students process observe with consultative feedback to process groups. Tape and note the feedback session.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students examine the potential assets and liabilities of group problem-solving. Include areas of application, efficiency, and human relations aspects. Consider social psychology research, as well as process observation of exercise groups and ongoing groups.		Groups and Organizations pp. 279-297. Process Observation Guides (appendix A-58 to A-64)
2. Study bureaucratic structure from an organizational standpoint. Consider the pros and cons from an efficiency, breadth of application and human relations standpoint.	Social Studies	Groups and Organizations pp. 453-485.
3. Study task groups at work, i.e., city or village council, school board, PTSA executive board. Utilize direct observation and audio-visual methods whenever possible. For decision-making in particular, consider guides A-70 and A-71 in the appendix.	Social Studies	Group Processes in the Classroom. pp. 140-141. (appendix A-58 to A-64, A-70 and A-71).
4. Provide didactic and experiential learning activities on the effects of various organizational or group communication patterns upon the nature of the interaction, as well as production and human relations outcomes, i.e., spatial arrangements, social distance, communication networks, and status hierarchies.		Group Processes in the Classroom. pp. 90-96. "Communication Patterns" in Reaching Out. pp. 81-101. Groups and Organizations pp. 93-114.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
5. See Objective II-A-1 on group decision-making, Activities 11 and 13.		
6. See Objective III-D-1 on power structures, Activities 1, 2, 3, 4.		
7. See Objective III-D-2 on leadership, Activities 1, 2, 3, 4, 5.		
8. Look at group decision-making processes with the NASA Exercise.		NASA Exercise (appendix A-50)
9. Have student interview workers in a variety of occupational positions as to the nature of the Organizational Models of Decision-Making used.		Organizational Models of Decision-Making (appendix A-72)
10. Apply the Johari Awareness Model (appendix A-7) to a group or organization as a unit, as well as the interaction between groups and organizations.		Of Human Interaction pp. 81-83. Johari Awareness Model (appendix A-7)
11. Study the effects of group or organization climate or cohesion upon productivity. Consider such factors as size, socio-economic membership, decision-making, norms, and initiation or training procedures.	Social Studies	Group Processes in the Classroom. pp. 114-140, 10, 44.
12. Have students practice group decision-making under the constraints of consensus.		Consensus Decision-Making (appendix A-73)

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

D. Performance Objective: Displays knowledge and skill in applied group dynamics and work organization.

2. Behavioral Objective: The student is a contributing member of a work group or a related occupation.
Evaluation: Use Learning Activities 2 and 4.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Help students integrate team work skills as an orientation to pre-work and work experience.		Seven C's of Successful Team Effort (appendix A-74)
2. Use a simulation exercise: In-Basket: Simulation of Managerial Problem-Solving (appendix A-75) to provide practice in applying communication and group dynamics skills.		In-Basket: Simulation of Managerial Problem-Solving (appendix A-75)
3. Review team work behaviors using various observation guides (appendix A-60 to A-68, A-71, and A-72) for self and group evaluation. Consider using a "Stop Action" technique of interrupting the task to focus on process at certain times or need intervals.		
4. Have students examine and report on the teamwork requirements of their preferred occupation(s). Project teamwork requirements for future career plans and changes in the world of work.		
5. Have an optional mini-course on "organizational psychology."	Social Studies Psychology	Work Organization (appendix A-76)

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

E. Performance Objective: Demonstrates effective use of interpersonal communication in work and work related situations.

1. Behavioral Objective: The student clarifies and evaluates the messages and instructions of others.
Evaluation: Evaluate one of the structured exercises 3, 4, or 5 after much practice by direct observation, peer observation, and self-evaluation.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Review one and two-way communication and relate it to the interpersonal and instructional messages required of work roles. Consider two-way communication as involving asking for clarification or elaboration and benefiting both the sender and receiver in terms of mutual understanding.	English	Reaching Out pp. 61-83.
2. Discuss: two-way communication isn't always possible, because it requires direct contact and is time consuming.		
3. Have students practice "active listening." Apply active listening skills to helper roles in various settings: as tutors, as members of a team, as prospective parents, as employees.	English Teacher-Advisor Program Counseling Groups	Parent Effectiveness Gordon, T. New York: Peter H. Wyden Inc. 1971. pp. 49-61.
4. Provide the rationale, models, and have students practice paraphrasing in trios.		Paraphrasing Phase (appendix A-77)
5. An alternative communication exercise to A-77, Phase I and Phase II, is the Round Robin Helper Helpee Exercise (appendix A-14) which can focus more on the functional roles and less on specific small units of communication skills.	Cross Age Tutoring Programs	

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Role play situations where the instructions of supervisors were a) unclear, b) incomplete, c) inappropriate to the task, d) personally annoying.		
7. Have students examine some employer orientation materials print and nonprint. Check out the understanding of these materials, find examples of ambiguity, different interpretations, and needs for questioning further.		
8. See Objective III-F-1, what employers expect, Activities 1, 2, 9.		
9. See Objective III-F-1, advice giving, Activities 1, 2, 3.		
10. See Objective IV-B-2, ambiguity of expectations, Activities 1, 3, 4, 5.		

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

E. Performance Objective: Demonstrates effective use of interpersonal communication in work and work related situations.

2. Behavioral Objective: The student communicates messages and instructions to others in a helpful manner.
Evaluation: Consider items from the Career Development Test (appendix A-84)

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Building upon the rationale and exercises in self-disclosure, have students practice "I messages." Include in an I message the behavior of the receiver, the reaction or feeling of the sender and the rationale or intention of the sender, i.e., "When you do ... I feel ... Because ...		Parent Effectiveness Training. pp. 115-138.
2. Do the exercise, Negotiating for Meaning, Phase II.		Negotiating for Meaning Phase II (appendix A-77)
3. Have students give "how to" demonstrations simulating examples of training in their preferred occupation(s).	Speech	
4. Have students write out examples of written instructions, orientation materials, guidelines, etc. Consider such areas as students developing junior high orientation materials, registration bulletins, shop and training manuals for underclassmen, as well as student government activity guidelines, i.e., how to plan and implement a school party. Follow up with verbal communication procedures.	English Student Council Student Publications	
5. Have students discuss: "Our best conjectures as to the true springs of activities are very uncertain, the actions themselves are all we know from history." Lord Chesterfield.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Provide a rationale model, and practice opportunities for the description of one's feelings and intentions, i.e., a) effective verbal expressions directly state feelings, i.e., "I feel angry" or use other methods such as similes, and figures of speech. b) indirect and ineffective expression uses such as: blushing, withdrawing, questioning, commanding, accusing, and sarcasm.		The Teacher-Advisor System pp. 110-116. Reaching Out. pp. 91-92. Group Processes in the Classroom. pp. 96-99. Parent Effectiveness Training. "Roadblocks to Communication" pp. 110, 114
7. Discuss and have students practice nonverbal cues used to express feelings, i.e., tone of voice, facial expression, posture, eye contact, touching, and gestures. Discuss the possible ambiguity of such cues, as well as the importance of nonverbal communication.	English Drama Counseling Groups	Reaching Out pp. 103-114.
8. Discuss the presence or absence of congruence between verbal and nonverbal message sending and effects upon the receiver.		
9. Discuss: "Miscommunications are gags between the message that is intended and the message that is received, and they frequently occur because messages sent do not accurately reflect intentions." (Johnson, 1972, p. 86.)		Reaching Out pp. 86-88.

IV. BROAD OBJECTIVE: To develop and apply the interpersonal competence skills required in the preferred career plans and life style(s).

E. Performance Objective: Demonstrates effective use of interpersonal communication in work and work related situations.

3. Behavioral Objective: The student receives and gives feedback and suggestions.
Evaluation: Use some of the communication exercises after practice and some of the Career Development Test items.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Do the Feedback Exercise, Phase III.		Feedback Exercise Phase III (appendix A-77)
2. Discuss constructive leveling or feedback.		Constructive Leveling or Feedback (appendix A-78)
3. Present Guidelines for Giving Feedback and Guidelines for Receiving Feedback.		Guidelines for Giving Feedback (appendix A-83) Guidelines for Receiving Feedback (appendix A-79)
4. Have students practice giving and receiving feedback and suggestions.		Giving and Receiving Feedback in a Round Robin Trio (appendix A-80)
5. See Objective I-A-1, indirect feedback, Activity 1 and Appendix A-1 and Johari Awareness Model (appendix A-7)		
6. Teach the Hill Interaction Matrix as a method of studying communication and small group interaction.		Hill Interaction Matrix Hill Interaction Matrix Scoring Manual Group Counseling Theory and Practice
7. Discuss: "No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge." Kahill Gibran, The Prophet.		
8. Interview workers in the preferred career area(s) as to communication problems and requirements.		

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

A. Performance Objective: Describes ways in which careers allow movement between work, play and creative leisure.

1. Behavioral Objective: The student identifies ways in which the preferred career(s) affect personal growth and independence.
Evaluation: Have students fill in an incomplete human relations career development model. See Learning Activity 4.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Compare some contrasting views of work, i.e., a) "Labor is the curse of the world, and nobody can meddle with it without becoming proportionately brutified," Nathaniel Hawthorne; b) "The necessity of labor is part of the primeval curse, and all the beauty, or glory, or dignity pertaining to it, depends on the ends to which it is the means," Charles Bristel; c) "The callous palms of the laborer are conversant with finer tissues of self-respect and heroism, whose touch thrills the heart, than are the languid fingers of idleness," Henry David Thoreau; d) "Life has no meaning except in terms of responsibility," Reinhold Niebunr.	English American History American Studies 11-12	
2. Look at the reported discontent of the American worker in terms of expectations of self-expression, growth, and independence.		The Workers Lasson, K. A Bantam book jointly with Grossman Publishers 1972
3. Have students compare the potentials of a satisfying career with their career plans. Consider: financial security and independence, personal automony, creativity, social contribution and recreation.		Expanding the Self: Professional Growth for Teachers. Boy, A. V. Pine, G. J. Dubuque, Iowa: Brown Co. 1971

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
4. Have students add another dimension to A Developmental Model of Human Relations (appendix A-29) entitled "Career Behavior." Discuss the interrelatedness of the various behavioral fields.		
5. See Objective I-A-1 maturity and self-reliance Activities 6, 13, 12.		
6. See Objective I-C-1 self-concept Activities 2 and 5.		
7. See Objective II-C-1 destiny control Activities 1, 5, 6.		

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

A. Performance Objective: Describes ways in which careers allow movement between work, play and creative leisure.

2. Behavioral Objective: The student explains how work experiences and leisure activities can interact.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Discuss: Man has a natural need for recreation, a need which is as basic to his existence as is any other need.		
2. Objective I-D-1 satisfactions of work.		
3. Have students examine the projections of futurists, as well as the length of the work week over time and debate: Contrary to popular misconceptions and wishful thinking, the age of leisure is not upon us.		
4. Have students check out with worker interviews the common observation that the impulse to be productive, if not served by employed work, often is expressed through hobbies and avocations. Find out if there are typical leisure activities associated with various occupations or just stereotypes.		
5. Ask students to make lists of activities that they define as work, play, and creative leisure; try to develop a class consensus definition of each.		"Boredom Threatens Leisure" St. Paul Pioneer Press November 12, 1972 Section B page 1.
6. Have students project their preferred life style in terms of the balance between work, play, and creative leisure. Consider the needed personal traits and self-expression, as well as financial and geographic conditions.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
7. Interview workers in the preferred occupation(s) as to how their work affects leisure and vice versa.		
8. Have students consider employed work and leisure as a fusion instead of a polarity. Consider the common elements of each, as well as the needs satisfied by each.		
9. Consider a balanced economy or budget of happiness as the optimal state of expenditures of personal resources in activities that are extrinsically or intrinsically rewarding.		
10. See Objective II-D-1 elements of life style Activities 1, 3, 4, 6, 7, 8.		
11. See Objective III-C-1 worker adjustment Activities 4, 8, 9.		
12. Conduct detailed worker interviews as to the leisure implications of the position. Consider: finances, personal skills developed, health, co-workers, time schedules, and geographical requirements.		Community Career Development Advisory Committee
13. Do a value exercise on worthy use of leisure time.		Values and Teaching pp. 88-89.

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

B. Performance Objective: Describes work as a major means of changing one's personal environment, as well as society in general.

1. Behavioral Objective: The student describes how he can work for personal and social changes within the preferred occupation(s). Evaluation: Consider a short answer essay along the lines of Learning Activity 6.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Investigate community work programs such as the Neighborhood Youth Corps and Model Cities programs. Consider the personal, as well as social benefits, as potential outcomes of such programs.		General Reference for section IV-B The Social Contribution of Work: A Career Education Resource Guide. Antholtz, M. B. et al Minnesota Department of Education, 1972.
2. Have students react to social change and social protest expressions such as "Revolution," the Beatles; "The Times They are Changin'," Bob Dylan. Discuss how one's occupational life might facilitate desirable change--personal, community or society at large.	Art Music Drama	
3. Relate concepts of organizational change to the nature of change in human systems, whether it be a person, a group, or larger social intervention, change agents, support systems, and resistance.		"Encapsulation" a Game for a Change. Creative Learning Systems Inc. Cleveland Heights, Ohio 55106. 1972
4. Tape interviews with people in the community to determine their self-perceptions of contributions to themselves and the community through occupational activities. Include a cross section of workers and occupations.		Community Career Development Advisory Committee

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
5. Invite participants in the Peace Corps, VISTA, or similar organizations to speak to the class on social, as well as personal, changes related to such experiences.		
6. Have students write an essay on what they consider ideal social changes--a Utopian society, as well as an ideal person. Consider how occupational efforts fit into these ideals.		
7. See Objective I-F-1 contributions through work.		
8. See Objective II-D-1 life styles.		
9. Have students study Ralph Nader's life and work.		

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

B. Performance Objective: Describes work as a major means of changing one's personal environment, as well as society in general.

2. Behavioral Objective: The student describes social problems of today which future workers might help alleviate.
Evaluation: Short answer questions.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Brainstorm some of the perceived critical social problems, i.e., pollution, population, transportation, racial strife, etc. Look at the career potentials arising from these social problems.	Social Studies Science	Walden Two Skinner, B. F. 1984 Orwell, G.
2. Have students research the career implications of the ecology movement and the new town movement such as Jonathan and the proposed Minnesota Experimental City.	Science Biology Chemistry Agriculture Natural Resources	"A Few Years Ago Their Jobs Didn't Exist" Minneapolis Star February 19, 1972 p. 1-B "Science is Training to Human Needs" St. Paul Sunday Pioneer Press. March 11, 1973. Focus Section p. 5.
3. Look at major historical changes and what occupations were created in connection with these changes, for example, the major wars, the factory and assembly line, automation, women's liberation.	American History	
4. Have a timed contest to see who can identify the most potential contributions that the occupations in the employment ads could make to social problems.	10th grade	
5. Use a fallout shelter exercise with twelve people representing different occupations and only room for six. Who might best build a new society. Follow up with a discussion or essay on an Utopian society.		Utopia More, T. Penguin, Washington Square Press.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Investigate the social contributions of community organizations such as K[illegible]anis, Red Cross, etc. as well a[illegible]nions and professional associations.		Community Career Development Advisory Committee

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

C. Performance Objective: Understands the important and changing contributions of women and minority groups to the world of work.

1. Behavioral Objective: The student describes the effects on men and women of the breaking down of the traditional sex roles.
Evaluation: See Learning Activities 8, 13, 16, and 17.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Study the history of campaigns for women's rights, including anti-slavery, the 19th amendment, birth control, equal pay, and abortion.	History	The New Feminism Komisar, L. New York: Warner Paperback Edition, 1972.
2. Discuss children's learning of sex roles and the possible effects on career planning. For example, children quickly learn that mommy's proud to be moron when it comes to math and science; daddy is a little ashamed if he doesn't know all about those things.	Home Economics Social Studies	Women and the World of Work. Thoni et al Minnesota State Department of Education, 1972.
3. Have students participate in various sex role stereotyping exercises to increase their sensitivity. For example: a) have students reverse sex roles for mock job interviews, credit applications, etc.; b) make up lists of things men in general like and dislike; do the same for women in general and compare; c) make a list of ways I have benefited by being a male or female today; d) do a word association game as to negative and positive male and female phrases, common adjectives.		"We're all Nonconscious Sexists" Psychology Today Bem, D. and Bem, S. (4) 1970 pp., 22-26. "Women and Counselors" The Personnel and Guidance Journal. October, 1972 (51) No. 2 Educator General Reference

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
4. Have students look for male and female sex role stereotyping in literature. For example, Iksen's A Doll's House, Updike's A&P, O'Henry's Gift of the Magi, Ashley's The Natural Superiority of Women.	English	Sexism in Education Willard E. Task Force on Education. Minneapolis, Minnesota 55408 1520 W 27th Street Educator Reference
5. Have students look for male and female sex role stereotyping in music. For example, "A Woman's Way," "For the Love of Him."	Music	
6. Compare sex role stereotyping in other cultures.	Foreign Language	Male and Female Mead, M. New York: New American Library, 1955. "Welcome (?) to the World, Girl Child" St. Paul Pioneer Press. February 25, 1973. Family Life p. 2.
7. Have students conduct a cross three generation interviewing of men or women as to changes in sex roles. Follow up with an analysis of male-female roles in old films, i.e., "Strawberry Blonde" (1941).	English Mass Media	
8. Look at the family life implications of changing sex roles. Consider: a) the pros and cons of working mothers in terms of finances, self-development, child care, and division of household chores; b) changing work policies in terms of maternity leaves, hiring and pay; c) changes in child care; d) changes in marriage and divorce laws and practices; e) career planning implications for men and women.	Home Economics Social Studies	"Being a Working Wife: How Well Does it Work?" Money. October, 1972. "Companies Must Treat Pregnancy as an Illness" St. Paul Pioneer Press March 1, 1973 p. 8. "Baby-sitting Ranks Swell as Sex Barriers Fall" The Minneapolis Star December 30, 1972. p. 18A. Handbook on Women Workers U.S. Department of Labor, Women's Bureau, Washington, D.C. 1969 or newest edition.
9. Look at the "earnings gap" and "work life" expectancy of women.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
10. Study the 1964 Civil Rights Act and the proposed women's rights amendment to the Constitution.	Social Studies	"Women in Revolt" Newsweek. March 23, 1970. pp. 71-78. Sexual Politics Millett, K. New York: Doubleday, 1970.
11. Look at the effects of changing sex roles upon: the armed services and service clubs and organizations.		"Two Services to Increase Job Roles of Women" The Minneapolis Star August 8, 1972 p. 7A.
12. Discuss: Politically interested women join the League of Women Voters; politically interested men serve in legislatures.		
13. Debate: Some men say that women want to have their cake and eat it too.		
14. Use current print materials and interviewing to obtain a picture of the current woman at work.		"I Drive a Truck, Buster!" St. Paul Sunday Pioneer Press. February 11, 1973. Metropolitan Living p. 2.
15. Discuss: "Society has not been meeting the self-development needs of women." L. "Sunny" Hansen.		
16. Discuss: "The new womanhood reaches beyond the traditional educational and vocational dimensions. It embraces the personhood of a woman." Jane B. Berry.		"A Women's Place is On the Job" Time. July 26, 1971. p. 56.
17. Compare sex role stereotyping and racial prejudice.		Planning Ahead for the World of Work. Vetter, L. and Sthrey, B. J. Center for Vocational and Technical Education Ohio State University 1900 Kenny Road Columbus, Ohio 43210 Educator Reference

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

C. Performance Objective: Understands the important and changing contributions of women and minority groups to the world of work.

2. Behavioral Objective: The student describes the effects of minority group discrimination.
Evaluation: Question students' beliefs as to nature and variety of discrimination effects on a pre and post basis.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Have students explore various alternative life styles using print and nonprint materials, interviewing and simulations. For example, a) Have a power-powerless lab simulating a minority group situation. b) Have a survival exercise in an alternate life style, i.e., a day or weekend in a ghetto or rural-urban opposite.		Class and Race in the U.S. American Sociological Association, Princeton, Illinois, 1969. Film: Journey to Nowhere Minnesota Council of Churches Understanding Children of Poverty. Gottieb, D. and Ramsey, C. E. Chicago: SRA, 1971 pp. 1-37.
2. Have students develop an opinion poll program to sample attitudes towards minority groups, male-female sex roles and related human relations issues. Example items: a) minority group demands are justified, b) should men be given preferential employment consideration?		"Woman in Flux: A Self-Survey of Sex Role Attitudes" Impact. Winter, 1972. P.O. Box 35, Ann Arbor, Michigan 48107.
3. Discuss: "Let me be a free man. Free to work, free to trade, free to choose my teachers, free to follow the religion of my fathers, free to think and talk and act for myself. We only ask an even chance to live as other men live." Chief Joseph, Nez Perce Indians, 1879.		
4. Discuss: "Top policy-making positions in the American establishment remain in the hands of white males who are not responsive to the needs of the poor, of minorities or of women." Congresswoman Shirley Chisholm, 1972.		

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
5. Look at work histories and career patterns of: ghetto blacks, rural blacks, reservation Indians, urban Indians, Texas Chicanos, AFDC mothers, Mexican migrant workers, and commune members.		Use as a starter tape cassettes: Colburn J. "What s it Like" Radiant Education Corp. Wheeling, Illinois 60090.
6. Discuss: "The difficulty with a label take 'minority' or culturally disadvantaged is that it does not allow for differences." Robert O. Greer		
7. Study social stratification. occupational mobility and the "American Dream" of an open society.	Social Studies	The Theory of the Leisure Class. Veblen, T. New York: The Macmillan Company, 1899. Elmstown's Youth Hollinshead, A. B. New York: J. Wiley & Sons 1949.
8. Consider the personal and social costs of "cycles of poverty" and occupational discrimination.		Teaching the Culturally Disadvantaged Johnson, R. Palo Alto, California: SRA 1970.

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

D. Performance Objective: Debates the ethic of individual success versus the ethic of collective striving for social well-being.

1. Behavioral Objective: The student relates career aspirations to personal, as well as social, well-being.
Evaluation: See Learning Activity 6.

Learning Activity	Related Subject And/Or Skill Area	Suggested Resources
1. Interview workers in occupations that appear less than desirable, i.e., dog catchers, garbagemen, bill collectors, etc. Consider public disapproval of occupations beyond the surface generalizations.		"What Makes Them do What They Do?" Minneapolis Star December 31, 1971 p. 1B.
2. Study the life stories of people considered successful by others. Analyze the personal success, as well as the social contributions, and try to look at a wide range of occupations.		
3. Discuss: In our society, money and public acclaim are the only two yardsticks of success.		
4. Look critically at surveys of worker dissatisfaction in the 70's. Discuss suggestions for change.		"Alienation Revisited" Time. January 29, 1973. p. 8. Where Have All the Robots Gone. Sheppard, J. L. and Herrick, N. Free Press, 1973.
5. See Objective I-B-1 and B-2 and B-3 personal values.		
6. Have students make a list of the assumptions behind their career plans in terms of a) personal well-being, b) social well-being.		

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

D. Performance Objective: Debates the ethic of individual success versus the ethic of collective striving for social well-being.

2. Behavioral Objective: The student identifies potential conflicts between personal and social well-being and possible compromises. Evaluation: Ask the students to project solutions to personal-social conflicts.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Study examples of individual recognition and well-being versus group or organizational success, i.e. a) team sports activities, b) scientific research teams, c) political campaigns, d) sales or advertising agency.	Science Social Studies	
2. See Objective I-B-3 value conflicts.		
3. See Objective IV-B-3 interpersonal conflict.		
4. Look at the potential conflicts between occupational "in group behaviors" and social well-being, for example, professional or trade jargon, initiation procedures, salary or fee setting, etc.		"How to Speak Like an Educator Without Really Being One" Minneapolis Star. January 29, 1973.
5. Study various self-centered and altruistic philosophies of life.		The Virtue of Selfishness Rand, A. Signet, 1960.
6. Examine the processes of decision making of those who have made dramatic changes in occupations and life style.		"He gives up Restrictive Life-Style" Minneapolis Star. February 28, 1973. p. 1C.

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

D. Performance Objective: Debates the ethic of individual success versus the ethic of collective striving for social well-being.

3. Behavioral Objective: The student describes the interdependence of all workers in contributing to the well-being of society.
Evaluation: Ask students to describe the interdependence aspects of their work and school tasks.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. See Objective IV-C-1 and C-2 cooperation.		
2. Look at the various factors making up the values placed upon various occupations by the public. Consider a "Minnesota Poll" to summarize public reactions in such areas as: a) financial rewards given to various occupations, b) personal self-worth possibilities, c) social contribution, etc. Discuss the variety of reactions and values sampled, as well as other factors such as risk, unique talent, supply and demand, cultural traditions.	English Speech	"Minnesota Poll--Professional Men Rated High Pay" The Minneapolis Star
3. Examine division of labor concepts as applied not only to industry but to social service agencies, problem-solving teams, etc.		The Wealth of Nations Smith, A. Modern Library Edition
4. Have students conduct cross industry occupational level and worker organization interviews as to the interdependence of work roles.		

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

E. Performance Objective: Identifies the changing meanings of work over time and across cultures.

1. Behavioral Objective: The student can describe preindustrial and industrial work ethics.
Evaluation: Consider matching quotations and work values. See Learning Activities 2, 3, 4.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Look at the views towards work expressed by the Ancient Greeks, Romans, Renaissance and Reformation writers.	World History	Career Education: What it is and How to do it. Hoyt, K. B. et al Salt Lake City, Utah: Olympus Publishers, 1972 General Reference
2. Find expression of work ethics in literature, for example, a) "In all labor there is profit" Old Testament Proverbs XIV:23. b) "Our deeds determine us as much as we determine our deeds," George Elliot in Adam Bede, c) "I never intend a day to pass without asserting my identity; my work records my existence," David Smith in David Smith.	English	
3. Study the rise of capitalization and the Protestant ethic. Consider the following quotes: a) "God intends no man to live in the world without work, but it seems to me no less evident that he intends every man to be happy in his work," Ruskin; b) "As long as you are interested enough to take any job that comes along, you will find something worthwhile to do, and it usually turns out to be a better job than the last one," Simon Knudsen.	History	The Protestant Ethic and The Spirit of Capitalism Weber, M. New York: Scribners, 1930.
4. Discuss the changes in the work world since Whitman wrote: "I Hear American Singing." Try to create a poem describing workers today.	History	Leaves of Grass Whitman, W. New York: Oventine Press 1931. pp. 11-12.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
5. Have a committee report on labor conditions from the middle ages to the present. Include the effects of business cycles, economic scarcity on work values.	World and American History	Only Yesterday Allen, F. A. New York: Harper Brothers Since Yesterday: The 1930's in America Allen, F. A. New York: Harper Brothers 1940.
6. Research the effects of industrialization on human values and work. For example: a) urbanization, b) specialization, division of labor, simplification of tasks, c) impersonalization, d) etc.		
7. Discuss: Is pride in workmanship very common today?	Industrial Arts Art Home Economics On-the-job Training Program	
8. Discuss: "A sense of personal significance, a sense of contribution to the world, is a basic human need--or at least it is a need for the American with his particular heritage of work as a moral value and occupation as 'meaning something'." Gilbert Wrenn.		

V. BROAD OBJECTIVE: To develop a respect for work including its personal, as well as its social, contributions and implications.

E. Performance Objective: Identifies the changing meanings of work over time and across cultures.

2. Behavioral Objective: The student can begin to develop a personal work ethic based upon an increasingly service orientated society. Evaluation: Student self-evaluation and teacher-advisor, counselor interviews.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
1. Study the question of the erosion of the classical work ethic using current references and worker interviews, i.e., a) "Blue-Collar Blues can Afflict all, Two Psychologists Find" The Minneapolis Star, August 17, 1972, p. 6B; b) "Young Blue Collar Worker--A New Independent Breed" St. Paul Pioneer Press, June 25, 1972. p. 13; c) "Attitude of Workers Undergoing Big Change" St. Paul Pioneer Press. May 21, 1972. pp. 14-15.		
2. See Objective I-B-1, B-2 and B-3 personal values.		
3. Discuss: Industrial psychologists are recognizing the need to reverse the trend to job simplification and replace it with job replacement. Look at companies trying to do this i.e., SAAB, the Bell Company in Virginia.		
4. Consider the pressures in American society where many young workers seem to say "I want my work to be me--an expression of the inner me!"		
5. Debate: There is a need for a second industrial revolution where we strike a better balance between human needs of workers and consumer needs.		"Can the World Survive Economic Growth?" Time August 14, 1972. p. 56.

Learning Activities	Related Subject And/Or Skill Area	Suggested Resources
6. Examine the value implications of the sharp increase in vocational-technical education.		"Vocational Education No Longer for Other People's Kids" The Minneapolis Star. May 29, 1972. p. 15A "Illegitimate Child has Skills, Money" The Minneapolis Star May 30, 1972. p. 1B
7. Have students examine their degree of influence and self-control of attitudes towards tasks, i.e., school classes and activities, work experiences. Note that people have different attitudes toward similar experiences and positions in life and that people can change their attitudes over time.		
8. Have student compile various quotes or expressions on work ethics and have them place themselves in a line continuum (agree--disagree scale). For example, use the quotes in this section and others such as: a) "Work is man's chief link to society," Sigmund Freud; b) The process of vocational development is essentially that of developing and implementing a self-concept," Donald Super; c) "I have spent my entire life decoding what I want to be," paraphrased Peter Drucker.		
9. Look at changes in personal work ethics over a lifetime. Consider needs for regeneration as sabbaticals, leaves of absence, occupational changes.	Home Economics Social Studies Psychology	"Area People Think Middle Age, Youth Are Times to Assess Self" The Minneapolis Star, March 13, 1973. p. 10B.

PRINT MATERIALS USED AS SUGGESTED RESOURCES

Adlerian Institute. Materials on Responsibility. 735 Snelling Avenue North, St. Paul, Minnesota 55104. For use as teacher reference and for capable students. II-C-1.

Allen, Frederick L. Only Yesterday. Harper and Brothers, New York (1931). III-E-1 and V-E-1.

Allen, Frederick L. Since Yesterday, the Nineteen Thirties in America. Harper and Brothers, New York (1940). A history of the period, covering economic, social and political changes. III-E-1 and V-E-1.

Allport, G. Pattern and Growth in Personality. Holt, Rinehard, and Winston, New York (1961). I-A-1.

Alschuler, A., Tabor, D., and McIntyre, J. Teaching Achivement Motivation. Ventures, Inc., Middletown, Connecticut (1971). General.

Alschuler, A. Choices. Prentice Hall, Inc., New York (1970). I-B-1 and II-B-1.

American College Testing Program. Career Planning Program. 899 Skokie Boulevard, Northbrook, Illinois 60062. Guidance-oriented system for collecting, analyzing, and reporting information related to an individual's career and educational decisions. Objectives II and III.

Anastasi, A. Psychological Testing. The MacMillian Company, London (1968). I-D-3.

Anderson, Edward. Career Development, Level IV. Public Schools of Anne Arundel County, Annapolis, Maryland 21401 (1972). A guide for integrating career development concepts grades 9-12 in all subject areas. Part of a K-12 package with a companion book of commercially prepared resource materials. General.

Antholz, M. B. et.al. Significant Others: A Career Education Resource Guide. Minnesota Department of Education, Pupil Personnel Section (1972). III-E-1.

Bales, R. F. Interaction Process Analysis. Addison-Wesley, Cambridge, Massachusetts (1950). III-D-2.

Benson, A. N. A Resource Guide for Career Development in the Junior High School. Minnesota Department of Education, Pupil Personnel Section (1972). A comprehensive set of career development objectives and 96 pages of suggested learning activities with supporting appendix materials.

Blake, and Mouton. The Managerial Grid. Gulf, Houston, Texas (1964). III-D-2.

Blocher, D., Dustin, E. R., and Dugan, W. E. Guidance Systems, An Introduction to Student Personnel Work. The Ronald Press, New York (1971). A broad overview of counselor practices and strategies with application to the consulting and organizational development roles of counselors. General.

Borrow, H. Man in a World at Work. Houghton Mifflin Company, Boston (1964). V-E-1.

Boy, A. V., and Pine, G. J. Expanding the Self: Professional Growth for Teachers. Wm. C. Brown Company, Dubuque, Iowa (1971). V-A-1.

Compulearn Career Awareness Package, K-12. Compulearn, Inc., 4 Gateway Center, Pittsburgh, Pennsylvania 15222 (1972). Objectives I, II, and III.

Caplow, T. The Sociology of Work. University of Minnesota Press, Minneapolis (1954). II-D-1.

Carlson, L. et.al. Self-Concept Exploration: A Career Education Resource Guide. Minnesota Department of Education, Pupil Personnel Section (1973). I-A-1.

Darcy, Robert and Powell, Phillip. Manpower and Economic Education: Opportunities in American Economic Life. Joint Council on Economic Education, 1212 Avenue of the Americas, New York 10036. Also published and distributed by Interstate Printers and Publishers, Inc., Danville, Illinois 61832 (1968). An economics course designed for 8th, 9th and 10th graders. Example lessons include: Education in Work, A Means of Discovering Yourself, The Joy of Work, The Role of Labor Unions, Work and Mental Health, What Price Success? General.

Dawis, Rene V., Lofquist, L. and Weiss, D. Theory of Work Adjustment. Bulletin 47, Industrial Relations Center, University of Minnesota (April, 1968). I-D-1.

Dawis, Rene V., Borgen E. and Weiss, D. Occupational Reinforcer Patterns. Bulletin 48, Industrial Relations Center, University of Minnesota (1968). I-D-1.

Dinkmeyer, Don C. and Muro, James J. Group Counseling Theory and Practice. F. E. Peacock Publishers, Itasca, Illinois (1971). IV-A-1 and 2; and IV-E-3.

A Date With Your Future, Money Management for the Young Adult. Educational Division, Institute of Life Insurance, 277 Park Avenue, New York 10017. II-E-2.

Faust, Julisu. Body Language. Pocket Books, New York (1971). Describes the behavioral pattern of nonverbal communication (1971). IV-E.

Gordon, T. Parent Effectiveness Training. Peter H. Wyden, Inc. New York (1971). IV-E-1.

Gottieb, D. and Ramsey C. Understanding Children of Poverty. S.R.A., Chicago, Illinois (1971). V-C-2.

Hansen, L., Klaurens, M. and Tennyson, W. Life Styles and Work: A Career Education Resource Guide. Minnesota Department of Education, Pupil Personnel Section (1972). III-B-1. General Reference.

Havighurst, R. J. Man in a World At Work. Houghton Mifflin, Boston (1964). II-D-2.

Hinton, B. L. and Reitz, H. J. Groups and Organizations. Wadsworth Publishing Company, Belmont, California (1971). II-F-1 and IV. General.

Holland, J. Self-Directed Search, A Guide for Educational-Vocational Planning. Consultant, Psychologist Press. I-D-1.

Hollingshead, A. B. Elmtown's Youth. John Wiley and Sons (1949). II-D-1.

Hopke (editor-in-chief) Encyclopedia of Careers and Vocational Guidance. J. S. Ferguson Publishing Company, Chicago, Illinois (1967). III-B.

Hoppock, R. Occupational Information. McGraw-Hill, New York (1967). III-B-1.

Hoyt, K. B., Evans, R. N., Mackin, E. F. and Mongum, G. L. Career Education What It Is and How to Do It, Olympus Publishing Co., Salt Lake City, Utah, (1972). A specific rationale for career education is provided along with both specific curriculum implications, as well as larger educational changes which might facilitate career education. Such areas as school community relations, curriculum organization and teacher training are included. General.

Hubel, K. H. et.al. The Teacher-Advisor System. Human Relations Training Modules (1972). 137 Lilac Drive, Marshall, Minnesota 56258. IV-E-2.

The Instinct of Workmanship and the State of the Industrial Arts. Macmillan Company, New York (1914). Reprinted in paperback by W. W. Norton Company (1964). III-C-1.

Instructional Objectives Exchange-Attitude Toward School K-12. Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024. Specifically this booklet was designed to reflect a number of dimensions of the learner's attitude toward learning. These attitudes are broken down into six scales: 1) the student's feelings about teacher behavior; 2) the student's attitudes toward various school subjects; 3) the student's attitude toward learning experiences; 4) the student's attitude toward the atmosphere in the school, i.e., social, rules, extracurricular activities; 5) the student's feelings toward his relationships with his peers; and 6) the student's general feelings toward school. The format of the book is an outline and example of the utilization of behavioral objectives for the teacher who is setting up programs in this way. General.

Instructional Objectives Exchange-Measures of Self-Concept K-12. Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024. Specifically this booket was designed to reflect different dimensions of the learner's self-concept utilizing four dimensions: 1) one's self-esteem yielded from family interactions; 2) one's self-esteem associated with peer relations; 3) one's self-esteem derived from success or failure in scholastic endeavors; and 4) comprehensive estimate of how the self is esteemed. Objective I.

Johnson, D. W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Prentice-Hall, Inc., Englewood Cliffs, New Jersey (1972). Background knowledge, as well as specific learning activities, are provided in an easily readable style. Areas covered include communication, conflict and negotiation. Objective IV.

Johnson, David. The Social Psychology of Education. Holt, Rinehard, and Winston, Inc., New York, New York (1970). Chapter 3, pages 43-73, "Role Theory, The Role of the Teacher, and Role Conflict." A good summary of role theory and applications in education to worker expectations. General.

Keller, Louise J. Career Education In-Service Training Guide. General Learning Corporation (1972). 46 pages covers background and present state of career development education, useful teacher in-services to implement career education. General.

Komisar, L. The New Feminism. Warner Paperback Edition, New York (1972). V-C-1. General Reference.

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Lasson, K. The Workers. A Bantam Book jointly with Grossman Publishers, New York (1972). V-A-1.

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Luft, J. Of Human Interaction. National Press Books, Palo Alto, California (1969). I-C-2.

McClellan, D. C. The Achieving Society. Free Press (1967). I-E.

Miller, G. "Deciding" College Entrance Examination Board (1971). College Board Review, No. 82. Winter 1971-1972. General Reference. II-A-2.

Minnesota Department of Education, Pupil Personnel Services Section, Audio-Visual Guidance Materials. An annotated bibliography and directory of Minnesota sources (1970). General. Career Opportunities Through Apprenticeship (1968). III-B-1. Careers With the State of Minnesota (1968). III-B-1. Directory of Courses Offered in Area Vocational-Technical Schools. III-B-1. Paramedical Training in Minnesota (1967). III-B-1.

Minnesota Test Norms and Expectancy Tables. Gary Joselyn, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55101 (1971). $6.50. I-A and II-B.

Minnesota Senior Newsletter. Editors, Elizabeth Fuller and Richard Fuller, Minnesota Guidance Series, St. Paul, Minnesota 55101. Free on request. II-F.

Minnesota's Manpower, 1960-75. Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55102. Free on request. III-E and F.

Minnesota Employment Trends. Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55102. Free on request. III-F-1, 2, 3.

Minnesota Department of Employment Security, 369 Cedar Street, St. Paul, Minnesota 55101. III-A-2. 1) Minnesota Health Service Survey. III-B and E. 2) Minnesota Shortage Occupations Study. III-B and E. 3) Minnesota - St. Paul Area Shortage Occupational Study. III-B and E. 4) Summary of Current Economic Facts and Labor Force Data. III-B and E.

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Packard V. A Nation of Strangers. David McKay (1972). III-C-1.

A Bibliography of Selected Career Guidance Materials, J. H. Kerlan, Consultant, Minnesota Department of Education, Pupil Personnel Services Section (1972). General.

Career Charts. Personnel Services Section, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. $1.00 per set. General Reference.

Career Opportunities Through Apprenticeship. Editors, Glen Grau and J. H. Kerlan, Minnesota Guidance Series, St. Paul, Minnesota (1972). (Free on request for single copy). III-B.

Careers With the State of Minnesota. Pupil Personnel Services, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. $1.15. III-B.

College Information Guide, 1972-74. Pupil Personnel Services, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. Under revision. III-B.

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Sinick, Daniel. Your Personality and Your Job. Science Research Associates, Chicago, Illinois (1971) 54 pages. Covers personality traits related to job success and satisfaction of workers. I-D-1 and 2.

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Wolfbein, Seymour and Goldstein, Harold. Our World of Work. Science Research Associates, Chicago, Illinois (1970). General overview of the working population. Extensive use of charts and graphs. Discusses where people work, average earnings in job clusters, women at work, kinds of work and emphasis on trends from 1900 to 1969. III-E-1.

Work In America. Report of a Special Task Force to the Secretary of Health, Education and Welfare, MIT Press, Cambridge, Massachusetts (December, 1972). 211 pages. Covers work and the meaning of work. $2.95. Objective V.

Zytowski, Donald G. Vocational Behavior: Readings in Theory and Research. Holt, Rinehart and Winston, New York (1968). General.

FILMS

Name of Film - Description	Rental Source, Length Objective Where Used
Anatomy of a Group - This film explores the structure of a group, characteristic patterns and differences in individual participation, the quality of communications among members, the operation and effect of group standards, group procedures, and the goals to be achieved during meetings.	University of Minnesota 6S0756 $4.85 30 minutes IV-D
Anger At Work - An explanation of one of the mental mechanisms of man's personality, the headache switch, which involves displacement of anger, resentment, and frustration onto others, and which impairs one's efficiency. Several incidents depicting the mechanism are presented, and the story of Ed Wilson, beginning a new job, who uses the headache switch when he becomes angry with his boss, is told.	University of Minnesota 4R0013 $3.85 20 minutes, B/W 1956 III-C-1
Automation - These films from the CBS series "See It Now" cover the latest developments in automation principles as applied to the manufacturing and packaging of a variety of products. McGraw Hill Textfilm	University of Minnesota 6B0002 $14.85 Part I - 30 minutes Part II - 26 minutes Part III - 26 minutes B/W III-E-1
Automation: What it is and What it Does - Shows what automation is, major areas where it has been applied, levels of automation, feedback and use of computers. Coronet Instructional Films B/W $81.25 Color $162.50	University of Minnesota 4B0003 $2.50 13 minutes, B/W III-E-1
Challenge of Leadership - An emergency arises while five men are hunting, which illustrates the qualities of leadership. As the group works out its problems, the narrator points out factors in the situation, and also shows the qualities of each man which are shown in an emergency.	University of Minnesota 5A0094 $5.35 10 minutes, Color 1961 IV-B
Cooperation, Competition, Conflict - How the three fundamental social processes--competition, conflict and cooperation--operate to make socity function is demonstrated in this film. The necessity for cooperation and its prevalence is shown. The	University of Minnesota 2S0490 $2.00 IV-C

Personal Qualities for Job Success

Coronet Films, Chicago

Person to Person Communication - Dramatized conversations between an employer and an employee demonstrate good listening practices and show how failure to listen to what another person is saying can lead to tragic and needless misunderstanding.

University of Minnesota
4A0168 $2.75
15 minutes
IV-E

Personality and Emotions - Stresses the importance of emotional maturity in the development of personality by viewing emotional development from infancy through early childhood. (1955)

University of Minnesota
4R0068 $2.50
Minneapolis Public Library
13 minutes, B/W

Encyclopedia Britannica
B/W $86.00

I-D-1

Preparing for Jobs of the 70's - Investigates changing economic and cultural patterns as we move into the 70's and relates them to educational and training requirements.

Part I - 15 minutes
Part II - 14 minutes
B/W

III-A-1 and E-1

Guidance Associates

Procrastinator, The - Discuss the problem of an individual who habitually fails to plan and use his time wisely in carrying out responsibilities. The procrastination of a high school social committee chairman imperils the success of the class party.

University of Minnesota
2E0284 $2.00
11 minutes, B/W

II-E-1

McGraw Hill Textfilms (1952)

Roots of Labor Unions - The earliest labor unions in the United States were organized primarily among the skilled trades and typically vanished with severe depressions. However, the American Federation of Labor, a federation of labor unions founded in 1886, grew and endured. In the twentieth century the large industries used mass-production techniques and large quantities of semi-skilled and unskilled labor, not easily organized on a craft basis. This film also presents the most important threads running throughout the history of the unions in the pre-New Deal era. It also presents the important reasons why workers have joined unions in the United States.

University of Minnesota
6A0268 $3.00
28 minutes, B/W
III-D-3

Sixteen in Webster Groves - The film explores the attitudes of 16-year-olds growing up in an affluent suburban community. Taking its clues from answers supplied by the young people themselves, it deals with their attitudes toward their parents, school, marriage and their futures.

University of Minnesota
8S0096 $9.70
WCCO-TV
47 minutes
1967
I-B, C, and D

Where the Action Is - Provides an excellent description of the excitement and advantages of vocational and technical education. (1967)

U.S. Office of Education
Division of Vocational and Technical Education
Washington, D.C.

30 minutes
Color

III-B-1

Understand Your Emotions - This film gives a general background in the psychology of emotions. In simple, direct terms the film explains the concepts of basic emotions, emotional conditioning and emotional maturity. In point of view, the film seeks to be useful rather than simply academic. Terms are simple, explanations are direct.

University of Minnesota
4R0010 $2.50
13 minutes, B/W
I-D-1

Working Together - Based on the 1949 study "Partners in Production," film traces the actual history of labor relations at the American Lead Pencil Co. of Hoboken, N.J. in 1937 unionization was introduced in an atmosphere of bitterness and hostility on both sides but today there is a give-and-take relationship which both labor and management find profitable.

University of Minnesota
4A0278 $3.85
Minneapolis Library
St. Paul Library
23 minutes, B/W
1952
III-D-3

Your Job: Applying for It - Interviews with workers of varying ages and education show that the way to apply for a job and get it is by following a planned procedure which includes getting enough good leads, sticking with it, selling yourself and making the most of what you've got.

13 minutes
Color or B/W
Coronet
III-F

Your Job: Finding the Right One - Shows how young people can locate jobs suited to their needs and abilities, how time and effort can be saved by a clear appraisal of abilities and interest, as well as past and future training. The film also shows how to organize a plan of action that will get the "right" job.

13 minutes
Color or B/W
Coronet
III-A and F

Your Job: Fitting In - Challenges the viewer to decide how he would respond to each situation, after witnessing the actions of an employee who is fired for doing "too little" and the actions of an employee who is fired for trying to do "too much."

16 minutes
Color or B/W
Coronet
General

FILM COMPANIES

1. Charles Cahill and Associates
   Box 322 C
   Hollywood, California 90028

2. Coronet Films
   65 East South Water Street
   Chicago, Illinois 60601

   Regional Representative
   2024 West 60th Street
   Minneapolis, Minnesota 55419
   922-8667

3. Encyclopedia Britannica Films, Inc.
   425 North Michigan Avenue
   Chicago, Illinois 60611

   District Manager
   221 West Maple Street
   Rosemount, Minnesota 55068
   423-2587

4. Guidance Associates
   Harcourt, Brace and World
   Pleasantville, New York 10570

   Frank Wigdahl (914) 769-7755

5. Journal Films
   909 West Divercy Parkway
   Chicago, Illinois 60614

6. McGraw-Hill Textfilms
   330 West 42nd Street
   New York, New York 10036

   District Manager
   Route 4, Box 155
   Excelsior, Minnesota 55331
   474-8511

7. National Association of Manufacturers
   14 West 49th Street
   New York, New York 10020

8. Reid Ray Film Industries
   2269 Ford Parkway
   St. Paul, Minnesota 55116
   669-1393

FILMSTRIPS AND RECORDS

Filmstrip and Records	Producer & Information	Objective Where Used
"A Job That Goes Someplace"- Builds understanding of the concept of the career lattice and stresses how pre-job planning and on-job attitude directly affect career progress.	Guidance Associates 2 filmstrips and record	III-A-3
"A Man's Work" - On-the-scene interviews with men and women talking about their jobs as they work.	McGraw Hill Book Co. Gordon List, Editor 50 records	III-B
"Automation: Promise or Threat?" - Students trace the historic development of automation from the Industrial Revolution. They look ahead to an even more automated future of "money cards," sophisticated teaching machines, "instant" medical diagnoses, lightning-swift production. Internationally known management consultant John Diebold discusses social implications of automation: Effect on privacy and life styles. Mr. Diebold and others analyze impact of automation on employment, discuss the positions of labor and management, point to job trends we can expect in coming years.	Harcourt, Brace and World 1 filmstrip and record	III-E
"Failure--A Sure Step to Growth"	Guidance Associates	II-A-1
"Jobs and Gender" - Lively, in-depth interviews challenge stereotypes about "men's work" and "women's work." Patricia, a carpenter, discusses how she began, relations with co-workers, responsibilities as a mother, carpentry as a field for women. Robert, a nurse, talks about his humanitarian motives, increase in male nurses, clinical and administrative duties. Newspaper reporter Eleanor explains her start as a secretary; discusses	2 filmstrips and record Guidance Associates	V-C-1

training program, lingering professional discrimination, areas in which it's weakening. George, studying to be an early-childhood teacher, and Alan, a kindergarten teacher, discuss their decisions to work with young children.		
"Liking Your Job and Your Life" - Students meet a black construction worker enthusiastic about outdoor work that demands highly specific skills; a female worker who enjoys intricate work and being able to give her family a better living standard; a dedicated Spanish-American community worker dealing with people, power and social change; a self-employed TV-radio repairman who sets his own hours, takes pride in his craftsmanship and independence.	Guidance Associates 4 filmstrips and records	III-C
"Making Ends Meet" - Structures a model family budget emphasizing orderly allocation of money resources; the importance of staying within preset limits; flexibility in viewing priorities, particularly in approaching luxury purchases.	Guidance Associates 2 filmstrips and record	II-E-2
"Masculinity and Femininity" - Examines physical factors which contribute to role definition, sex roles in various cultures, American attitudes, problems caused by exaggeration and oversimplification; suggests more flexible view of sex role, recognition of individual capacities through understanding of sexual distinctions.	Guidance Associates 2 filmstrips and records	V-C-1
"Preparing for the Jobs of the 70's" - Part I - Shows how trends will affect the job market of tomorrow. Tomorrow's jobs described by those already filling them. Part II - Explores projected job picture by examining atomic technology. Ends with an exploration of trends in previously traditional areas.	Guidance Associates 2 filmstrips and 2 LP's $35.00 Part I - 15 minutes Part II - 14 minutes Discussion Guide	III-E-1

"Reflections of Myself: The Adolescent Experience" - Poetry and prose by high school students create an exploration of youthful emotions and concerns; express the search for self-definition, recognition, acceptance, "validation." Focuses on thoughts about becoming an adult, the prospect of functioning maturely in an adult world.	2 filmstrips and records	I-A
"Roles and Goals" - Which comes first--role or goal? Young people are searching for new answers to the old quandry. Many feel a contradiction between the two, especially when roles and goals are imposed on them by others.	Argus Communication Chicago 60648 $17.50	II-C-1
"The Alienated Generation" - Part I - Examines faces, sounds and life styles of the original San Francisco "hippie" movement. Part II - Explores the middle class backgrounds of most hippies; discusses reasons they dropped out: lack of communication at home, disgust with war, poverty, racism, materialism. Part III - Examines communal life-"free" shelter, food, clothes; interpersonal relationships and disappointments awaiting many would-be hippies.	Guidance Associates 3 filmstrips and records	V-E
"The American Indian: A Dispossessed People" - Details realities of education, nutrition, medical care, shelter and mental health for American Indians today; explores inadequate performance by the Bureau of Indian Affairs; examines Indian mistrust of whites based on centuries of betrayal; traces Indian migration to urban centers and organizations handling reservation and nonreservation problems. Indian leaders discuss their religion, sense of values and humor, land ownership, "Red Power" activism for freedom and self-determination.	Guidance Associates 2 filmstrips and records	V-C-2
"The American Poor: A Self-Portrait" - Part I - Examines dietary, medical, transportation and housing	Guidance Associates 2 filmstrips and records	III-E-1

problems of the poor in Patten, Maine (pop. 1300); considers the area's depressed timber and farming economy, available aid, the reluctant exodus of young people seeking better employment and living standards.
Part II - Visits deprived sections of Pittsburgh, Pa.; views crime and drugs as complications of urban poverty; illuminates the humiliation of unemployment and welfare dependency, local resentment of nearby privileged and desire to escape poverty neighborhoods permanently.

"The Farm Question" - Discusses the basic paradox of American agriculture: high productivity and low income, the "cost-price squeeze," problems of small farmers. Students review the history of farm organizations, the Grange, the Populist Party.
In Part II - Mr. Freeman and Mr. Fleming explain and debate price supports and unionization of agricultural workers now exempted from federal labor legislation.

Guidance Associates
2 filmstrips and records

III-E-1

"The Great Depression: 1929-1939" -
Part I - First surveys reasons for the Crash; reviews effects on employment, farm prices, international trade. FDR's victory and New Deal programs.
Part II - Pictures the Dust Bowl catastrophe, birth of the C.I.O., conservative resistance to change, international events preceding World War II; focuses strongly on the Depression's social milieu: escapist films, Big Bands, radio, night clubs.

Guidance Associates
2 filmstrips and records

III-E-1

"The Growth of the Labor Movement" -
Part I - Reviews early craft union demands for higher wages, better conditions; traces violence, use of scabs, first major industrial strikes, government shift to pro-labor policy with Norris-LaGuardia and Wagner Acts.
Part II - Features discussion of strikes, collective bargaining and other issues.

Guidance Associates
2 filmstrips and records

III-D-3
III-E-1

"The Industrial Revolution in America" - Part I - (1790-1861) details geographic and demographic factors, key inventions, manufacturing and marketing ideas behind early industrialization. Part II - Reviews Civil War production needs; relates industry to westward expansion, increased immigration; examines trusts and combines, rail monopoly, labor exploitation and strife, anti-trust and industrial safety laws.	Guidance Associates 2 filmstrips and records	III-E-1
"The Migrant Worker" - Depicts life styles; working conditions; housing and wages; nutritional, educational and legal deprivation; treatment by residents and police; feelings toward owners, society. Farmers and newspaper editor discuss economic pressures on employers; feelings about migrants. Program considers local migrant organizations and prospects for unionization with the United Farm Workers.	Guidance Associates 2 filmstrips and records	V-C-2
"The Reckless Years: 1919-1929"- Part I - Pictures post-World War I depression and isolationism. Part II - Shows a darker side of the 20's: growing KKK power, National Origins Quota Act, Sacco-Vanzetti trial, farm poverty, exploitation of factory labor.	Guidance Associates 2 filmstrips and records	III-E-1
"Social Movements: To Change a Nation" - Traces four major American reform movements. Part I - Follows the struggle for racial justice through the careers of Gabriel Prosser, Frederick Douglass, William Lloyd Garrison, Sojourner Truth, John Brown, Martin Luther King. Examines the Labor Movement from early Pullman and Homestead strikes through years of violence and uphill organization, the Grange, Populism, the New Deal, Wagner Act and new national labor policies. Part II - Focuses on feminist activities of Lucretia Mott and Susan B. Anthony; explores Emma Goldman's awareness of the need for deeper liberation.	Guidance Associates 2 filmstrips and records	V-B and C

"Technology: Master or Slave?" - Throughout history man has had slaves in one form or another. Modern man, however, finds himself in a unique and extremely challenging position. As his competence in technology advances at an unbelievable rate, his society and his earth are being threatened. Will science and technology--creations of man's own ingenuity--enslave him or will he master their power and potential to improve the quality of human life?	Argus Communications Chicago Filmstrip and record	V-B
"Trouble at Work" - Explores typical on-job conflicts and tension between the apprentice mechanic impatient with menial chores and the master mechanic who progressed slowly and expects others to do the same; the hospital worker with family problems and the supervisor who can't tolerate excessive absences, and the mistake-prone salesgirl and the supervisor whose manner discourages her from asking questions.	Guidance Associates 4 filmstrips and records	IV-B and C
"What You Should Know Before You Go To Work" - Explains ways students can begin narrowing down career choices and discusses positive work attitudes; continuing learning; need to persevere. Considers union membership, looking for a job, the job interview, inability to get along with others and oversocializing.	Guidance Associates 2 filmstrips and 2 records Part I - 14 minutes Part II - 15 minutes Discussion Guide	III-F
"Why Work At All?" - Young people discuss their feelings about "job satisfaction," material rewards, work and personal growth; emphasize their own experiences while discussing work as an outlet for psychological drives, consequences of jobs which frustrate these drives; consider self-discipline, patience, open-mindedness, enthusiasm as factors in job satisfaction.	Guidance Associates Filmstrip and record	III-C
"Your First Week on the Job" - Humorous dramatizations help reduce students' anxiety, increase their confidence.	Guidance Associates 2 filmstrips and records	III-F

"Your Job Interview" - Part I - Shows students how to write a resume, research the company, enlarge verbally on resume information, emphasize experience relevant to each situation. Part II - Covers how to dress; control voice and manner, present questions; discuss salary, working conditions; avoid faking, showing off, "selling yourself short."	Guidance Associates 2 filmstrips and records	III-F
"You Have to Want Something" - This filmstrip looks at some traditional American values that are now questioned by many people. Short vignettes of contrasts are intended to provoke the viewer to think in terms of what he really values.	Argus Communications Filmstrip and record	I-B V-E
"Your Personality: The You Others Know" - Part I - Focuses on peer definitions of personality and character. Young people discuss positive and negative personality traits, appearance and personality, self-belief and individuality. Part II - Explores effects of insecurity, impact of self-consciousness on personality, ways to master fears and check their influence on behavior. Contrasts realistic goals with self-frustrating ones; emphasizes the importance of openness to diversity in others; explains how self-discovery can lead to personality development.	Guidance Associates 2 filmstrips and records	I-A

APPENDIX MATERIALS

STRENGTH CENSUS

Objectives:

The purpose of this activity is to help students identify strengths they think they have and to help them identify strengths other people think they have.

Time: Approximately 25 minutes.

Description of Task:

Divide the class into groups of 4 to 6 members. In each group one person begins by telling the group in 2 to 3 minutes what his three most outstanding strengths are. Then have each member share this information about himself. Group members then voluntarily identify strengths in others present that they did not mention as they reported about themselves. An easier version would be to report on three activities they carried out successfully in the last week.

Variations of this procedure could be, instead of describing the three most outstanding strengths, the group members might focus on a specific area such as physical strengths, knowledge strengths, talents, skills, etc., which could be useful in later sessions.

Evaluation:

For 10 minutes, in group discussion, the students should talk about what they learned and how they felt. Did this exercise help the students to know and trust people in a more meaningful way?

INDIRECT FEEDBACK

The indirect feedback exercise allows group members to give and receive feedback in a way that avoids direct confrontation. Each student writes a list of ten words or phrases to describe himself. He does not sign his name or in any way indicate which paper is his. The teacher numbers the papers and returns them to the group. Each person in the group tries to determine which description fits which group member and why. When all group members have written down the number of each paper and who he thinks it belongs to, group members share their guesses. As the group discusses each list and gives opinions about who wrote it, all group members will get feedback as to how others perceive them. It is unnecessary for anyone to reveal which paper is really his. The value of the activity comes from the group's perception of which list describes which persons.

These questions may be used for discussion after the feedback activity, or for the basis of a journal writing assignment. "How accurately did people see you? Were you surprised by any of the perceptions others had of you? Explain. Which perceptions did you like? Dislike? What did you learn?"

APTITUDES, ACHIEVEMENTS AND TESTING

NOTES AND QUESTIONS

I. Aptitude can be defined as an ability or potential to learn something. Achievement is what we have already learned.

   1. Aptitudes are strengths that we can measure roughly, develop and use to our advantage.

   2. An aptitude is what you have a knack or natural talent for. It is a natural ability which you must develop.

   3. Aptitudes, achievements and interests may or may not go together.

   4. There are many different types of aptitudes, for example:

      a. Artistic aptitude
      b. Athletic aptitude
      c. Mechanical aptitude
      d. Academic (school) aptitude

II. Using our knowledge of aptitude and achievement in decision making.

   1. Determining our aptitudes helps us to seek realistic goals; helps us estimate our chances of success; helps forecast the difficulty of learning a subject or job.

   2. We need to consider our pattern of aptitudes and look at our strengths and weaknesses, but it is a waste of time to merely dwell on weaknesses.

   3. Each elective school subject and occupational field has particular aptitude requirements, yet successful people with a variety of aptitude patterns are found in all fields of endeavor.

III. How to discover aptitudes and interests and demonstrate achievements.

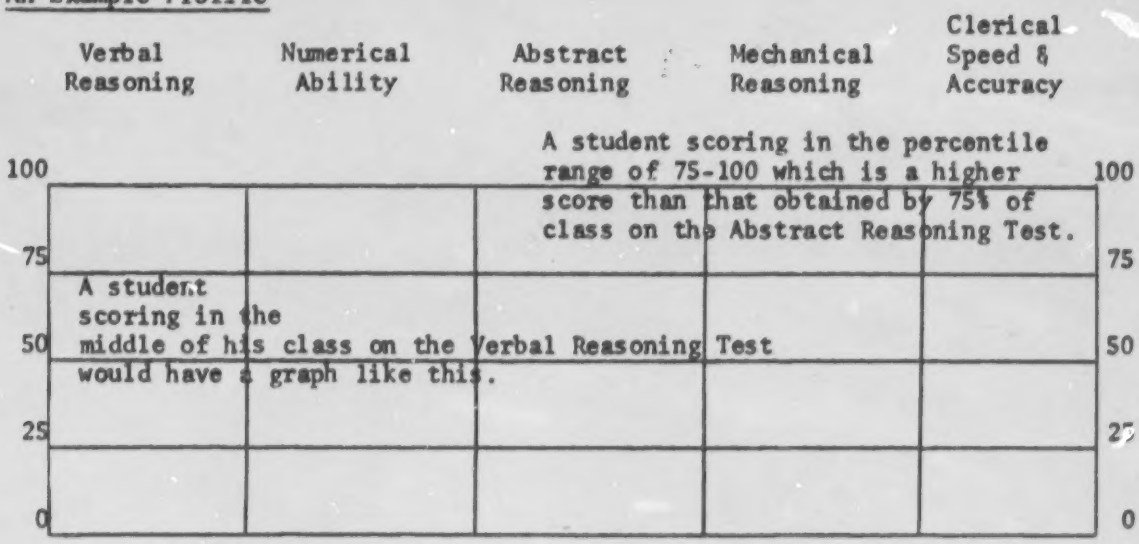
   1. Try different activities.

   2. Testing: Tests can be time savers because they quickly estimate aptitudes and achievements.

      a. Tests are samples of our performance.
      b. Tests have errors in accuracy.
      c. Tests measure achievement on performance and from this we estimate aptitudes.

IV. The Differential Aptitude Tests -

An Example Profile


Verbal Reasoning
Numerical Ability
Abstract Reasoning
Mechanical Reasoning
Clerical Speed & Accuracy
100
75
50
25
0
A student scoring in the percentile range of 75-100 which is a higher score than that obtained by 75% of class on the Abstract Reasoning Test.
A student scoring in the middle of his class on the Verbal Reasoning Test would have a graph like this.

Each student's performance is compared with that of the rest of the grade in your school. The range in which you scored is represented by a percentile band. Exact test scores are not accurate because the tests are never exact and people's performance on tests is not the same from day to day.

Summary

Tests can help you estimate some aptitudes and, therefore, give you an opportunity to predict the difficulty of an activity before you try it. Most school tests estimate demonstrated achievement and aptitude; however, grades, as indicators of past achievement, are still the best predictors of future school achievement. There are many aptitudes that are not measured by tests and, of course, the important personal characteristics of personality, values, drive, and character are not reflected in test scores. It takes more than aptitude to achieve your goals.

Discussion Questions - Use of Tests in Occupational Choice

1. What does this test measure? What qualities important in occupational success are not measured by this test?

2. Would you be justified in seeking an occupation purely on the information gained from this test? Why or why not?

3. Do you see yourself fitting the occupational pattern suggested by your test results? Why or why not?

4. How much of your score is because of your background? Explain. (For example, your father's occupation, the amount of travel you have done, work experiences you have had, hobbies or school subjects that you have or have not enjoyed.)

5. How much of the results of your profile is related to your age or lack of experience? Can you foresee changes in your profile over the next ten years? What would you predict those changes to be?

6. What additional information do you need about yourself and about the occupations suggested for you by this inventory before you seriously consider yourself in that occupation?

7. How can the results of this inventory be useful to you? How do you plan to use it?

SENTENCE COMPLETION

General

Fill in the blank at the end of the sentence with the first thought that enters your mind. DO NOT put your name on this sheet.

1. I don't like people who _____

_____

2. In school I wish _____

_____

3. No one in this school _____

_____

4. It is hard to like another person who _____

_____

5. The thing that bothers me most is _____

_____

6. I believe I have the ability to _____

_____

7. It is hard to like a person who _____

_____

8. In school it is hard to trust _____

_____

9. What I like least in myself is _____

_____

10. What I want most is _____

_____

11. When I am with others that I don't know well, I _____

_____

12. In a group, when I have something to say I _____

_____

SIX TRAITS OF MATURITY*

1. The mature person sees reality clearly and has the skills and motivation to solve the problems he sees.

2. The mature person is personally committed to the welfare of other people, often quite distant from himself.

3. The mature person is capable of intimacy and openness.

4. The mature person has emotional security as exhibited by self-acceptance and frustration tolerance.

5. The mature person has the insight and sense of humor to see himself with perspective.

6. Through commitment to basic values (religious, ethical, political, aethetic, etc.) the mature person has integrity and a sense of direction.

*Taken from Ch. 12. "The Mature Personality" in Pattern and Growth in Personality, Allport, G.W., New York: Holt, Rinehart, and Winston, 1961.

AN APPRAISAL OF MY ATTITUDE

Listed below are several areas of ability or aptitude. (Try not to confuse "interest" with "aptitude." Interest means what you like or dislike. Aptitude means your capacity for success in a given area if you receive training.) On the right are three degrees of ability. Consider each ability individually and check the degree you believe you possess. Whenever possible, try to support your appraisal with activity tryouts, tests, or reactions of others.

		DEGREE OF ABILITY		
		Below Average	Average	Above Average
1.	Physical			
	a. Strength	_____	_____	_____
	b. Coordination	_____	_____	_____
2.	Manual (hand and finger dexterity)	_____	_____	_____
3.	Mechanical	_____	_____	_____
4.	Clerical (speed and accuracy with detail, numbers, names, etc.)	_____	_____	_____
5.	Executive (leadership)	_____	_____	_____
6.	Social (ability to get along with others at work and play)	_____	_____	_____
7.	Musical	_____	_____	_____
8.	Artistic	_____	_____	_____
9.	Mental	_____	_____	_____
	a. Verbal meaning (ability to understand ideas expressed in words)	_____	_____	_____
	b. Spatial (ability to think about objects in 2 or 3 dimensions)	_____	_____	_____
	c. Reasoning (ability to solve problems logically)	_____	_____	_____
	d. Numerical (ability to work with numbers rapidly and accurately)	_____	_____	_____
	e. Word fluency (ability to write and talk easily)	_____	_____	_____
	f. Memory (ability to recall past experiences	_____	_____	_____

Which are your strongest areas? Which are your weakest? How might this knowledge affect your choice of vocations?

SUGGESTED DAILY JOURNAL

The journal is for you--to help you reconstruct, think, and feel about your experiences in the group. Processing or working through your perceptions and feelings are how you can gain the most from your experiences and the experiences of others.

How you write or develop your journal is also up to you. You might want to put "what happened" on the left-side of the pages with room for your feelings/ reactions in liberal right-hand margins. Or you might want to focus on the following questions: In this session what did I learn about myself? What about myself did I share with others? What did I learn about the group's interaction? What did I learn about other indviduals in the group?

Each day write a paragraph or two reporting on your experiences related to this class. The questions below suggest the kinds of things you can write about, but do not feel that you must limit your report to these questions if there is something else you would prefer to write about. You can probably write on one or two questions, and you can choose the ones that seem to relate to things that happen that day. Briefly describe the situation and reasons for your feelings.

1. How did your feelings about any person change as a result of this day's activities? Why?
2. How similar is your impression of yourself to the impression others have of you? Explain.
3. Were you surprised by any of the things people said about you? Explain.
4. What were some things you wanted to say today and did not say?
5. What did you do today which made you feel proud? Why?
6. What problems did you encounter?
7. What happened that made you feel uncomfortable or unhappy?
8. What criticisms did you receive and how did you respond to them?
9. What compliments were you given and what did they mean to you?
10. What did you do that seemed to be effective or ineffective in your relationship with others?
11. What did you do in your work that was enjoyable or satisfying?
12. What new task did you learn to perform?
13. How do you think you might need to change to succeed in a preferred career field?
14. What happened that made you feel you would (or would not) like (your choice) as a lifetime career?
15. Tell about the best thing that happened to you this week; something someone said or did, something you said or did, a feeling, an insight, a goal accomplished, etc.

This exercise taken, in part, from Pilot Training Project for Teachers of Distribution and Marketing, University of Minnesota, Summer 1967.

THE JOHARI AWARENESS MODEL

The effectiveness of our behavior depends in large measure on the feedback we receive from other people. This does not mean just the verbal feedback relative to reactions to our behavior, understanding, agreement, support, or the lack of these, etc., but also the constant nonverbal clues--facial expression, body attitude, type of movement, etc. These nonverbal clues may tell us more than verbal clues, particularly in a situation where social norms dictate that we must be polite or where we have learned that it is not safe to communicate. There are certain things that most of us do not want to hear about ourselves, and we punish people for telling us those things. Yet, if we wish to increase the effectiveness of our behavior, these are the very things we should learn about ourselves. How many of you are actually seeking information about the effectiveness of your behavior in your group meetings?

Getting feedback from others gives us the opportunity to (1) increase our awareness of ourselves, (2) determine the consequences of our behavior, and (3) change our behavior if we wish to do so. When we meet another person, we have no choice but to make some impact, stimulate some ideas, arouse some impressions and observations, or trigger some feelings and reactions. But we do have some choice as to whether we wish to attempt to get some of this data and to use it to modify our behavior. If your interpretation of feedback is incorrect or you are blind to feedback, your behavior could be totally inappropriate and could lead to undesirable or unanticipated consequences.

A model for looking at the relations between self and others as a basis for better understanding of what happens in our relationships is given in the Johari window:

The Johari Window

Things about myself that:

	I Know	I Do Not Know
Others Know	Common Knowledge	My Blind Spots That My Best Friends Have Not Yet Told Me About
Others Do Not Know	My Secrets & Things I Have Not Yet Had A Chance To Tell	My Hidden Potential or Things I Never Dreamed I Could Do or Be

LIFE PLANNING WORKSHOP: Life Inventory

Please respond briefly and specifically to each of the following:

Great or peak experiences I've had

Things I do not do well and/or would like to stop doing

Things I do well (tasks mastered, interpersonal skills). Don't be modest!

Things I would like to learn to do well and/or experiences I would like to have (skills, interpersonal relationships).

SELF-ESTEEM EXERCISE

The goal of this activity is to build the self-esteem of individual students by sharing positive characteristics of everyone in the class. The teacher first gets students to name a variety of personal traits of people, traits that are valuable. She emphasizes that all persons do not all have the same traits and that different traits are useful in different situations. Each student is then given a large sheet of newsprint paper and asked to put his name at the top and to list in large letters what he considers to be his strengths as a person. Every student is encouraged to have at least three important items on his list. These sheets are hung up around the room, and the students are asked to add strengths to other students' lists, strengths that they had perceived. Each student should be encouraged to add something to the other sheets. Later, students can form into pairs or groups and discuss their feelings and how their strengths might be used. Some questions that might be dealt with are, "Were the comments you received consistent or did people differ in what they saw as your strengths? How do you feel about the comments you received; do you believe all of them are accurate, can you accept them? Which do you have difficulty accepting? Why? Are there any that you do not like? How can your strengths be used to advantage on a job?"

List of Strengths
(To Be Used Only As Suggestions)

		Often or Good	Always or Excellent
1.	Hard-working	_____	_____
2.	Sincere	_____	_____
3.	Cheerful	_____	_____
4.	Poised	_____	_____
5.	Patient	_____	_____
6.	Enterprising	_____	_____
7.	Loyal	_____	_____
8.	Dependable	_____	_____
9.	Witty	_____	_____
10.	Tactful	_____	_____
11.	Friendly	_____	_____
12.	Sportsmanlike	_____	_____
13.	Self-reliant	_____	_____
14.	Creative	_____	_____
15.	Unselfish	_____	_____

FIELD FORCE ANALYSIS

Personal Goal Setting

I. Describe a goal or objective in a way it can be observed, measured or evaluated.

   A. Consider a goal in terms of short-range action in the next few days.

   B. Consider a longer range goal attainable through small increments or "successive approximations."

II. Diagram the field forces favoring your action plan to accomplish your goal. Consider:

   A. Personal interests, motivations
   B. Personal skills and abilities
   C. People support systems available
   D. Physical resources that can be brought to bear
   E. Other favorable factors

III. Diagram the field forces resisting your goal attainment.

   A. Personal areas for growth
   B. Reactions of resistance by the people affected
   C. Physical resources not readily available
   D. Other resistance factors

A Personal Goal

Short-Range Goal:

Long-Range Goal:

Field Forces

Forces For	Forces Against

Share this goal and field force analysis with two other students. (40 minutes)

Put your final goal statements and field force analysis on newsprint and post on the wall.

ANALYSIS OF PERSONAL BEHAVIOR IN GROUPS

Directions

This form is designed to help you think about your behavior in groups (such as meetings and committees). First, read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your best. Label this mark "B". Do the same for the point that describes you when you are at your worst. Mark this check "W".

After marking all the scales, pick out the 3 or 4 along which you would most like to change. On these scales draw an arrow above the line to indicate the desirable direction for changing your behavior.

1. Ability to listen to others in an understanding way.

0 1 2 3 4 5 6 7
Low High

2. Ability to influence others in the group.

0 1 2 3 4 5 6 7
Low High

3. Tendency to build on the ideas of other group members.

0 1 2 3 4 5 6 7
Low High

4. Likely to trust others.

0 1 2 3 4 5 6 7
Low High

5. Willingness to discuss my feelings (emotions) in a group.

0 1 2 3 4 5 6 7
Low High

6. Willingness to be influenced by others.

0 1 2 3 4 5 6 7
Low High

7. Tendency to run the group.

0 1 2 3 4 5 6 7
Low High

8. Tendency to seek close personal relationships with others in a group.

0 1 2 3 4 5 6 7
Low High

9. My reaction to comments about my behavior in a group.

0 1 2 3 4 5 6 7
Low High

10. Awareness of the feelings of others.

0 1 2 3 4 5 6 7
Low High

11. Degree of understanding why I do what I do.

0 1 2 3 4 5 6 7
Low High

12. Reaction to conflict and problems in the group.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

13. Reaction to expressions of affection and warmth in the group.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

14. Reaction to opinions opposed to mine.

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

GOALS FOR PERSONAL DEVELOPMENT

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.

3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

Communication skills	Doing all right	Need to do it more	Need to do it less	
1. Amount of talking in group	_____	_____	_____	1.
2. Being brief and concise	_____	_____	_____	2.
3. Being forceful	_____	_____	_____	3.
4. Drawing others out	_____	_____	_____	4.
5. Listening alertly	_____	_____	_____	5.
6. Thinking before I talk	_____	_____	_____	6.
7. Keeping my remarks on the topic	_____	_____	_____	7.
8. _____	_____	_____	_____	8.
Observation skills				
1. Noting tensions in group	_____	_____	_____	1.
2. Noting who talks to whom	_____	_____	_____	2.
3. Noting interest level of group	_____	_____	_____	3.
4. Sensing feelings of individuals	_____	_____	_____	4.
5. Noting who is being "left out"	_____	_____	_____	5.
6. Noting reaction to my comments	_____	_____	_____	6.
7. Noting when group avoids a topic	_____	_____	_____	7.
8. _____	_____	_____	_____	8.

Problem-solving skills	Doing all right	Need to do it more	Need to do it less	
1. Stating problems or goals				1.
2. Asking for ideas, opinions				2.
3. Giving ideas				3.
4. Evaluating ideas critically				4.
5. Summarizing discussion				5.
6. Clarifying issues				6.
7. _____				7.
Morale-building skills				
1. Showing interest				1.
2. Working to keep people from being ignored				2.
3. Harmonizing, helping people reach agreement				3.
4. Reducing tension				4.
5. Upholding rights of individuals in the face of group pressure				5.
6. Expressing praise or appreciation				6.
7. _____				7.
Emotional expressiveness				
1. Telling others what I feel				1.
2. Hiding my emotions				2.
3. Disagreeing openly				3.
4. Expressing warm feelings				4.
5. Expressing gratitude				5.
6. Being sarcastic				6.
7. _____				7.

Ability to know and accept emotional decisions	Doing all right	Need to do it more	Need to do it less	
1. Being able to face conflict, anger				1.
2. Being able to face closeness, affection				2.
3. Being able to face disappointment				3.
4. Being able to stand silence				4.
5. Being able to stand tension				5.
6. _____				6.
Social relationships				
1. Competing to outdo others				1.
2. Acting dominant toward others				2.
3. Trusting others				3.
4. Being helpful				4.
5. Being protective				5.
6. Calling attention to one's self				6.
7. Being able to stand up for myself				7.
8. _____				8.
General				
1. Understanding why I do what I do (insight)				1.
2. Encouraging comments on my own behavior (feedback)				2.
3. Accepting help willingly				3.
4. Making my mind up firmly				4.
5. Criticizing myself				5.
6. Waiting patiently				6.
7. Going off by myself to read or think				7.
8. _____				8.
9. _____				9.

CAREER DEVELOPMENT CONTRACT

A career development contract is a plan for helping you to make changes that you desire to make in yourself. These changes can be related to any area of your appearance, aptitudes, or personality that you would like to change and that seems possible (obviously you can't change your height or the color of your eyes, but you can change your weight or the length of your hair).

The contract can be effective if you decide what you would like to change and ask others to help you, check up on you, support you. Use the contract whenever you see a change that would help you to become closer to your "ideal self." Don't choose not to use it for fear of failure. Small gains are successes, not failures.

Write a career development contract by using the following steps:

I. Identify something about yourself that you would like to change.
.....Is it to start doing something?
.....Is it to stop doing something?
.....Is it to do something more often?
.....Is it to do something less often?
State what it is you want to do. Consider a realistic short-term goal as well as a longer range goal. _____

_____

II. How much do you want to make the change?
.....Will you be honest about your actions in regard to carrying out your plan?
.....Will you be responsible for what you do? (No shifting the responsibility to another person or situational circumstance.)
.....Do you really want to make the change?
Briefly describe what the rewards will be for you as you make the change.

_____

_____

III. Identify specific actions you could take to bring about the desired change. _____

_____

IV. Identify the resources you might use in helping you to make the change (people, objects, experiences). _____

_____

V. Write a career development contract that you intend to carry out. Be specific about what you hope to accomplish; the actions, time, people involved; and how you will know when you have completed your contract.

_____

_____

VI. Name the person or group of persons in this class or elsewhere who will help, encourage and support you. _____

VII. Follow up - keep a record of the results of your plan and describe the results after one week; modify, if necessary, and continue.

ROUND ROBIN HELPER-HELPEE EXERCISE

The Task

Help each other clarify and improve your problem statements.

The Procedure

Round Robin of three rounds.

1. In each round

   - One person will ask for help to clarify and improve his statement. He is the HELPEE.
   - One person will assist the helpee with his task. He is the HELPER.
   - One person will watch the interaction between the helper and the helpee. He is the OBSERVER.

2. In each round, you will be interrupted twice.

   - Time will be called after 8-9 minutes. You will be told what the observer was looking for. The observer will give his report and all three will have a chance to discuss it.
   - Time will be called again 8-9 minutes later. At this time the roles of helper, helpee and observer will be taken by different persons in the trio and the above procedure will be repeated. The procedure will be repeated a third time to complete the round robin. Each of you will have had a turn in each role of helper, helpee and observer.

     The instructor will call time for each round.

Observing Helper Communication Skills

Observe only the helper. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be specific as possible in accordance with guidelines suggested below.

Is he listening?

What verbal, as well as nonverbal, clues do you observe?

Is he asking the helpee to give illustrations?

Is he asking the helpee to clarify?

Is he paraphrasing to check if he understands the helpee's meaning?

In what ways is he showing that he understands?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observation. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when....," or, "The reason you said that was...," or "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea," you turned your chair around and stamped your foot rather than asking for clarification of what she meant."

Observing Helpee Communication Skills

Observe only the helpee. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested below.

Does he appear to be working at being clear?

What verbal, as well as nonverbal, clues do you observe?

Is he giving illustrations?

Is he using words and terms that seem to be understood?

Is he being direct and to the point?

Is he paraphrasing to be sure he understands the helper's meanings?

Is he asking the helper what he is hearing?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him whem....," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot rather than asking for clarification of what she meant."

Observing The Interaction of Communication Skills

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested below.

Are they checking periodically to be sure they are getting the job done of clarifying the problem statement as they were asked?

Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

Are they paraphrasing to be sure they understand each other's meanings?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot rather than asking for clarification of what she meant."

HOW I PLAN TO ACHIEVE MY CAREER GOALS

Name of occupation _____

Major activities in the occupation _____

_____

Aptitudes Required	How I Rate My Aptitudes		
	Area for Growth	Average	Strength
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Necessary Personality Traits	How I Rate in These Personality Traits		
	Area for Growth	Average	Strength
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education or Training Required	Further Education or Training I Need
_____	_____
_____	_____
_____	_____

Other Requirements	How I Can Fulfill These Requirements
_____	_____
_____	_____
_____	_____

If you are planning on more than one occupation in your career plans, be sure to do for each occupation or position that is different.

SELF-APPRAISAL - MY PERSONALITY

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. never or need improvement 2. seldom or fair 3. often or good 4. always or excellent

In the first column, write the number that best describes how you now see yourself.
In the second column, write the number that best describes your "ideal self", the degree to which you would like to possess each quality.
In the third column, have someone who knows you well describe the degree to which he sees you as possessing each quality.

		As I am now	As I would like to be	As others see me
A.	APPEARANCE (Showing self-pride)			
	1. Health			
	2. Posture			
	3. Grooming			
	4. Facial Expressions			
B.	MANNERS			
	1. Concern for others			
	2. Observance of etiquette			
	3. Compliments others			
C.	EXPRESSIONS, COMMUNICATION			
	1. Voice quality . .			
	2. Correctness of English usage . .			
	3. Pronunciation . .			
	4. Shows feeling or intentions			
	5. Openness			
D.	PERSONAL TRAITS			
	1. Ambitious			
	2. Annoying			
	3. Calm			
	4. Competent			
	5. Confident			
	6. Considerate . . .			
	7. Dependable			
	8. Efficient			
	9. Faultfinding . . .			
	10. Helpful			

INVENTORY OF THE SELF-CONCEPT

The following characteristics have been found to be useful by many persons in describing themselves. Each characteristic is represented graphically by a scale. Please indicate the location where you picture yourself by an X. Do not restrict yourself to a particular range on the scale; feel free to place your responses anywhere on the scale. Please feel free to make any comments you like on the margins. The scale runs continuously from one labeled extreme to the other with the varying degrees being indicated by spaces _____. Place your marks in the middle of the spaces, not on the boundaries.

1. Sensitive to others — Insensitive to others

2. Self-confident — Lack self-confidence

3. Critical of others — Tolerant of others

4. Comfortable with others — Awkward with others

5. Reserved — Talkative

6. Value myself high — Value myself low

7. Participant — Nonparticipant

8. Nonaggressive — Aggressive

9. Honest — Dishonest

10. Active — Passive

11. Likeable — Not likeable

VALUES RANKING

Arrange the following values in order of their importance to you as guiding principles in your career planning.

1. Security
2. Wealth (money)
3. Independence (being your own boss)
4. Helping others
5. Power (authority or influence over others)
6. Recognition (being noticed, feeling important)
7. Justice (fairness)
8. Knowledge
9. Beauty
10. Health
11. Happiness (contentment)
12. Inner harmony (freedom from inner conflict)
13. Equality (brotherhood, equal opportunity for all)
14. A sense of accomplishment (making a lasting contribution)
15. Mature love (sexual and spiritual intimacy)
16. Other values...

VALUE PREFERENCE EXERCISES

Discuss your preference in each of the following situations:

A. To defend your belief even though you know your action may make you less popular with your co-workers.

B. To keep silent about your beliefs in order to keep the approval of your co-workers.

A. To work in an office where the beginning pay is good, but the physical surroundings are unattractive and co-workers are ill-mannered.

B. To work in an office where the beginning pay is less, but the physical surroundings are good, and co-workers are well-mannered.

A. To marry early and have a family.

B. To work for a while before marriage.

(THINK UP SOME MORE VALUE PREFERENCE CHOICES)

MY VALUES - SELECTING ALTERNATIVES

Directions: Here are a number of sets of alternatives. Read them over and decide in each case whether you would prefer choice A or choice B. Check your preference in the space provided. There are no right or wrong answers; either alternative may be right for you. In class discussions on this activity sheet, be prepared to explain your choice.

Which would you choose?

A. A job that pays $250 a week but involves constant travel
B. A job of the same type paying only $125 a week but allowing you to stay home

A. To live in a small quiet town but not be able to do the type of work you are interested in
B. To get into the field you like but have to move to a large city

A. To marry early and have a family
B. To work for a while before marriage

A. To get above average grades in high school but to have to give up many social activities in order to devote your time to study
B. To get just-passing grades and have enough time left after study to keep up a full schedule of social activities

A. To be an outstanding athlete
B. To be a student government leader

A. To defend your beliefs even though you know your action may make you less popular with some of your classmates
B. To keep silent about your beliefs in order to keep the approval of your classmates

A. To go to a concert
B. To go to a ball game

A. To spend your free time just having fun with your friends
B. To give your free time to community service projects

A. To spend free time in reading or quiet activities
B. To keep yourself busy by joining clubs and working on committees

A. To have a job and independence immediately after high school
B. To give time to further education or training in order to qualify for a better job

A. To make lots of money
B. To have prestige, be a leader, and have others look up to you

Summary discussion: What are the important values for you in establishing priorities? Do you actually take action in your life consistent with your priorities? Give examples.

VALUES AND NEEDS: THEIR IMPORTANCE TO YOU

How important to you is . . .

JUSTICE: The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately. X one of the following:

___ high priority ___ medium priority ___ low priority

ALTRUISM: Regard for or devotion to the interests of others.

___ high priority ___ medium priority ___ low priority

RECOGNITION: Being made to feel significant and important; being given special notice or attention.

___ high priority ___ medium priority ___ low priority

PLEASURE: The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.

___ high priority ___ medium priority ___ low priority

WISDOM: The ability to discern inner qualities and relationships; insight, good sense, judgment.

___ high priority ___ medium priority ___ low priority

HONESTY: Fairness or straightforwardness of conduct; integrity; uprightness of character or action.

___ high priority ___ medium priority ___ low priority

ACHIEVEMENT: Accomplishment; a result brought about by resolution, persistence, or endeavor. The word "achieve" is defined as: "to bring to a successful conclusion; accomplishment; to attain a desired end or aim."

___ high priority ___ medium priority ___ low priority

AUTONOMY: The ability to be a self-determining individual.

___ high priority ___ medium priority ___ low priority

WEALTH: Abundance of valuable material possessions or resources; affluence.

___ high priority ___ medium priority ___ low priority

POWER: Possession of control, authority or influence over others.

___ high priority ___ medium priority ___ low priority

LOVE: Affection based on admiration or benevolence; warm attachment, enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.

___ high priority ___ medium priority ___ low priority

AESTHETICS: The appreciation and enjoyment of beauty for beauty's sake.

___ high priority ___ medium priority ___ low priority

PHYSICAL APPEARANCE: Concern for the beauty of one's own body.

___ high priority ___ medium priority ___ low priority

FORCED CHOICE VALUE CLARIFICATION EXERCISE*

THE TASK: Twelve people need a heart transplant and will more than likely die in three weeks if it is not performed. However, only six operations can be performed. You are to assume the role of the doctor who will perform the operations and must make the decision of who will live.

Here is all you know about the twelve people:

1. Bookkeeper, 31 years old.
2. Housewife, six months pregnant.
3. Black militant, second year medical student.
4. Famous historian-author, 42 years old.
5. Hollywood starlet, singer, dancer.
6. Carpenter.
7. Rabbi, 54 years old.
8. Olympic athlete, all sports.
9. College co-ed.
10. Policeman with gun (they cannot be separated).
11. First year elementary teacher.
12. A 16-year old school dropout.

THE PROCEDURE:

1. In 2-5 minutes individually make your decisions as to who should receive the heart transplants; also think of the reasons for your choices.
2. In 15-20 minutes, in groups of five, share your decisions and reasons for your choices. As a group make a selection.
3. Discussion question: What do your personal selection decisions say to you about your values concerning the worth of various life styles and careers? (15-20 minutes)

*A suggested modificiation of "The Fallout Shelter Problem", Page 281-286. Values Clarification, A Handbook of Practical Strategies for Teachers and Students, $3.95. Simmon, Howe & Kirschenbaum, Hart Publishing, 1972.

SELF-IMAGE INVENTORY

This is a "data based" inventory in which you are asked to give specific examples of your behavior which illustrates the following traits. An example is school or work experience where you showed cooperative behavior by working for a common goal, perhaps with some division of labor.

1. Cooperative
2. Insightful about myself
3. Leader
4. Individualistic
5. Affectionate
6. Hostile
7. Tense
8. Relaxed
9. Unfair
10. Fair
11. Liberal
12. Conservative
13. Friendly
14. Unfriendly
15. Independent
16. Dependent

Compare your self-image with your ideas about career fields. What social and personality expectations might be career stereotypes?

A SELF-IMAGE COLLAGE

Step I: Making a Collage

Using a large piece of heavy paper or cardboard, a stack of old magazines, crayons, marking pencil and scissors and paints, build a collage of colors, pictures, words and objects that symbolize you. Try to express yourself; your values, needs, ambitions, fears, relationships, interests, hobbies, feelings, etc. No one in the group should see the collage until the teacher gives it to the group to discuss, so when you have it ready, give it immediately to the teacher.

Step II: Guessing which collage belongs to which person

A. It is absolutely important that no one in the group knows who made which collage -- even after you have tried to guess which collage belongs to which person.

B. The collages are circulated around the group, then held up one at a time. As each collage is held up, group members volunteer who they think the collage belongs to and why. The "feedback" will have value to the person only as long as it is as specific as possible. Give as many reasons as you can why you think a particular collage belongs to a certain person. The more discussion of each collage that occurs, the more each group member is learning how others see him.

Step III: Self-Disclosure

After all of the collages have been discussed in detail by the group, the persons who made the collages tell the group the meaning their collage has for them. (When you discuss your collage you are revealing things which others may not know about you. How much you want to disclose depends entirely on you.) See also The Johari Awareness Model, A-7.

Step IV: Summarizing

Ask yourself what you have learned about others and what you have learned about yourself. You may want to ask questions about some of the things that have been said.

SENTENCE COMPLETION INVENTORY

Task Oriented

Directions: Fill in the blank at the end of the sentence with the first thought that enters your mind.

1. If I were in charge _____

_____

2. When I am told to do something _____

_____

3. At work, I get along best with _____

_____

4. People who work with me usually _____

_____

5. Those I work with _____

_____

6. When I get mad I usually _____

_____

7. When I see a boss or teacher coming _____

_____

8. I like working with people who _____

_____

9. Compared with others, I _____

_____

10. In giving orders to others, I _____

_____

11. I can work best when my supervisor _____

_____

12. When others expect me to act a certain way _____

_____

CASE STUDIES

Case #1

"In 1950 I heard they were hiring people at the automobile assembly plant. I figured I'd get a job and then, with the electrician experience I got in vocational school, I could work my way up to a good job. The idea of making automobiles sounded like something pretty important. Lucky for me, I got a job and was made a spot welder. There wasn't much to the job itself. I picked it up in about a week. Later I was drafted into the Army. When I came back in 1956, I tried to get into the maintenance department as an electrician, but there was no opening. So I went back to the assembly line -- we call it the 'iron horse'. They made me a welder again, and that's what I've been doing ever since.

"My job is to weld the hood to its metal underbody. I take a job off the bench, put it in place, and weld the parts together. The job is all made up, and the welds are made in certain places along the metal. Exactly twenty-five spots. The line runs according to schedule. Takes me one minute and fifty-two seconds for each job. The cars differ, but the job is practically the same thing every time. Finish one car and then have another one staring me in the face.

"I don't like to work on the assembly line -- no man likes to work on a moving line. You can't beat the machine. Sure, maybe I can keep it up for an hour, but it's rugged doing it eight hours a day, every day in the week all year long.

"When I'm working there is not much chance to get a breather. Sometimes the line breaks down. When it does we all yell 'Whoopee!' As long as the line keeps moving I've got to keep up with it."

Case #2

(Ann describes her employment situation by first telling something of her background.) "You know, Jack and I were married soon after we graduated from high school. Jack got a job at the local automobile assembly plant and earned a good salary and didn't want me to work. We started our family soon after we were married since we both wanted a big family. We had four children; the baby is only two years old. Then last year Jack was hurt in an accident at the plant and couldn't work any more. Although Jack's paycheck was no longer coming every two weeks, we were not left without income. There was the workmen's compensation payment (a system of insurance required by state law and financed by employers, which provides payment to workers or their families for occupational illness, injuries, or death resulting in loss of income) and some money from our own insurance policy. However, we had to face it -- our income wasn't enough to support the family.

"Luckily there's a good day care center near our house. I found out they would take care of the baby during the day when the older children were in school, and then made the rounds of the stores downtown until I got a job -- selling children's wear. I know plenty about that! I don't make much for a family our size. We don't have a new car or a new TV set, or a new anything as far as that goes, but at least we're all together -- that's the most important thing."

Case #3

Mary tells about a different, but nevertheless typical, employment situation which she faces. "Hank and I were married a month after I graduated from high school. He still had two years of college to finish so I got a job as typist so he wouldn't have to drop out of school. We were married three years before our first baby came. By that time I'd had two promotions and was the private secretary of the vice-president of the company I worked for. When I had to quit work to have our baby, my boss told me to let him know if I ever wanted to come back to work again.

"By the time Judy was four and we were trying to raise enough money to make a down payment on a house, I called my old boss and asked him if he could find me a part-time job. So I went back to work, filling in part-time at the main office for the girls who were sick or on vacation. Not only did the extra money I made help, but I kept my skills from getting too rusty. Last fall Judy started first grade, and I found that there really wasn't enough around the house to use up my time and energy, so I took a full-time job with my old employer. I go to work after Judy is in school and she stays at a neighbor's house until I get home in the evening. By working full-time, I feel like I am more than just a housewife -- that I am making a contribution to the company that I work for. And we find plenty of uses for that extra paycheck I bring home."

Case #4

Andy was a reliable and pleasant staff member for a number of years. Promoted to assistant chief of the production department, Andy became a martinet, a strict, harsh disciplinarian. Since there were no other changes in his life, it was possible to identify some of the earlier docile patterns of behavior as related to his authoritarian ways, but no one knew it at the time, and Andy himself was not aware of it. Thus, the behavior was unknown to others and to self, until a situation change brought it out.

Case #5

"Iwasn't wholly successful in the Army. I didn't make a lot of friends; I didn't accomplish too much. I just feel as though I learned a lot of very useful things, and I think I got rid of a lot of the errors in my system where certain things have to be learned by trial and error which is dealing with people. I made an awful lot of mistakes with people and lost their friendship or lost their respect, but I don't mind thinking about that today because I accomplished something. With every experience I derive something of an advantage to myself, put it away where it would do me some good in the future."

NOVELS WITH SELF-CONCEPT THEMES

Green, Hanna, I Never Promised You A Rose Garden, Holt, 1964.
The story of a young girl who fought her way back from a schizophrenic condition. The heroine is sixteen-year old Deborah Blau who has suffered a series of traumatic shocks. Starting with her entry in a mental hospital, the book traces her struggle back to sanity with the aid of an extremely able and understanding psychiatrist.

Head, Ann, Mr. and Mrs. BoJo Jones, Putnam, 1967.
Life changes drastically for a high school boy and girl who marry because of her pregnancy. A touchingly real story that deals in a realistic way with the problems that occur in their relationship, their identity changes, and their maturation.

Hesse, Herman, Demian, Bantam, 1965.
The story of Emil Sinclair's youth and his search for identity. The story dramatizes the dilemma of the marked man, the quasi-criminal hero.

Hentoff, Nat, I'm Really Dragged But Nothing Gets Me Down, Simon and Schuster, 1968.
Jeremy Wolf, a high school senior, is beset by deeply conflicting responsibilities to himself, to his family, to his country. Can his country make him kill? Can his father make him "respectable"? At school, with friends, with girls, facing the draft, Jeremy is in the process of finding out who he is.

Hinton, S., The Outsiders, Viking, 1967.
Out of grief and despair comes some insight. In a small Oklahoma city, "the outsiders" are the tough lower class boys who have a running feud with a middle class gang. A series of tragic events brings about some new awareness of the meaning of life and relationship.

Knowles, John, A Separate Peace, Macmillan, 1960.
The story concerns two sixteen-year old boys who are roommates at an eastern prep school - Gene, scholastically brilliant; Finney, a natural athlete and a natural person. Through an almost subconscious action, Gene cripples Finney, and in the aftermath they come to understand each other and themselves.

Salinger, J.D., The Catcher in the Rye, Little, 1951.
The hero-narrator is an ancient child of 16, a native New Yorker named Holden Caulfield. Through circumstances that tend to preclude adult secondhand descriptions he leaves prep school (by request) and goes underground in New York City for three days.

Stolz, Mary (Slattery), Second Nature, Harper, 1958.
Anne Rumson, overly wise and intuitive for her 17 years, decides to write a book about her friends. In so doing, she presents a sensitive, highly introspective portrait of herself, her relationships with her friends and relatives, reactions to adult books she has read, her philosophy of life and love.

A DEVELOPMENTAL MODEL OF HUMAN RELATIONS

SEQUENTIAL LEVELS OF DEVELOPMENT	BEHAVIORAL FIELDS (GROWTH AREAS) Communication	Self-Knowledge	Cultural Diversity	Problem Solving
PRIMARY LEVEL (usually elementary school age)	Focuses on specific here and now situations and nonverbal modalities.	Distinguishes self as an entity. Develops knowledge of interests.	Awareness of expectations of primary family group members. Developing knowledge of one's own community.	Developing of sharing behavior. The beginnings of striving for mutual goals.
INTERMEDIATE LEVEL (usually junior high school age)	Developing ability to relate to then and there situations. Emotions expressed but abstraction and personal intentions more difficult.	Awareness and concern about abilities and values.	Knowledge of several specific cultural groups. Developing knowledge of life styles and value conflicts.	Exhibits a variety of cooperative behaviors. Sometimes searches for alternatives in problem-solving.
MATURITY LEVEL (usually high school age and beyond)	Communicates feelings and intentions verbally and nonverbally. Utilizes abstractions. Receptive to feedback and gives feedback to others.	Integrates ability, interests, and values. Expresses positive attitudes toward self and others.	Integrates influences of relevant cultural groups and the interrelated processes of ongoing social change.	Develops multiple solutions in problem solving. Exhibits ability to communicate and negotiate proposals. Participates in broad social change.

The model can be applied to an individual, group, or organization and the development may be uneven across the levels.

Discuss:

1. How does one's career or occupation influence one's development?
2. How does one's development influence one's career or work life?

IMPORTANT NEEDS OF WORKERS

	I would rate Very Important...to...Very Unimportant	My preferred occupation should be Very Satisfying...to...Very Dissatisfying
1. Use of ability		
2. Achievement		
3. Variety of activities		
4. Advancement opportunities		
5. Authority		
6. Company policies & practices		
7. Travel		
8. Co-workers		
9. Creativity		
10. Independence		
11. Moral values		
12. Recognition		
13. Responsibility		
14. Security		
15. Service to others		
16. Supervision-human relations		
17. Social prestige		
18. Supervision opportunities		
19. Working conditions		
20. Financial rewards		

WORKER SATISFACTION INTERVIEW

In your present occupation how do you feel about:

		High	Moderate	Little
1.	Opportunities to be of service to other people			
2.	A secure future			
3.	The opportunity to be creative			
4.	Recognition for my achievements			
5.	The friendliness of co-workers			
6.	The chance to be on your own			
7.	Salary			
8.	Promotion possibilities			
9.	Freedom to use one's own judgment			
10.	The working conditions			

Add others that you feel are important.

WORKER INTERVIEW

1. What things make a job a good job for you: pay, hours, challenge, security, etc.?

2. What things are most important to you?

3. What do you want from life for yourself?

   - in your work?

   - in your home life?

4. What do you want from life for your children?

5. Is it important that your son have a good job? Why or why not?

6. Is it important that your daughter have a good job? Why or why not?

7. What things do you think your children should look for in a good job?

8. If your parents had been asked the above questions, what do you think their answers would have been?

9. If you think their answers would be different from yours, try to explain why they would be different.

INFORMATION ON THE WORKER

Occupation _____

Position _____

Directions: After you have established a good relationship with the worker, try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working? _____

2. Why did you choose this type of work? _____

_____

3. How much leeway or freedom do you have in determining how you carry out the responsibilities of your position? _____

_____

4. What are the greatest pressures, strains, or anxieties in your work? _____

_____

_____

5. What special problems do new employees frequently have in adjusting in your field? _____

_____

6. What are the most important personal characteristics of being successful in your position? _____

_____

(Supervisor's opinion also) _____

7. Are there pressures or demands on you outside of work that affect the performance of your job? _____

_____

8. Do you get more satisfaction from your work or from activities outside of work? _____

_____

Additional Comments: (Information that may be used in your narrative description.)

_____

_____

_____

CASE STUDIES OF WORK ADJUSTMENT

Case #1 - The Hung-up Worker

"Upon graduation from high school, Harold was employed by the ABC Company as a general clerical worker in the office. During the next five years he did satisfactory work, and at the end of that time was promoted to the position of bookkeeper. Shortly after beginning work as a bookkeeper in the accounting department, he got married. Within the next few years Harold's family responsibilities increased until his salary was no longer enough to maintain the standard of living that he and his wife wanted. Harold requested an increase in salary from his supervisor in the department and was told that he was receiving as much as a bookkeeper was worth. The head of the department told Harold that the only way he could hope to receive an increase in salary was to qualify himself for a higher-rated job. He advised Harold to enroll in an accounting course in the local night school.

"Harold had no formal training since high school where his academic work had been only average. However, he did enroll for the course in accounting, but within a few months he began to have trouble with his school work. His behavior in the office and at home became noticeably different. At the office he talked loudly and long to his fellow workers on the subject of how the accountants deliberately made work difficult for the bookkeepers by insisting upon 'standard accounting procedures'. At home, Harold's behavior also changed. Whereas he had formerly taken considerable interest in his family and enjoyed being with them, he now became unfriendly toward his family and spent much of his spare time away from home.

"Instead of working on his lessons for night school, Harold began spending more and more time hanging around a local beer joint, drinking and thinking of various schemes to get a job in which he would make a great deal of money. However, he made no effort to carry through on any of these plans."

Questions: What are some of Harold's problems, and how might they be solved? What are some other mental health problems that workers face on the job? If Harold lived in your town, where could he go to get assistance in dealing with his mental health problems?

Case #2 - The Assembly Worker

On the assembly, you know, some fellows can work up the line, then coast. Most jobs you can't do that. If I get ahead maybe ten seconds, the next model has more welds to it, so it takes ten seconds extra. You can't win. You're always behind.

"I like a job where you feel like you're accomplishing something and doing it right. When everything's laid out for you and the parts are all alike, there's not much you can accomplish. The big thing is the steady push of the conveyer--a big machine that I can't control.

"It's hard to feel that you're ever doing a good quality job. There's a constant push, at high speed. You may improve after you've done a thing over and over again, but you never reach a point where you can stand back and say, 'Boy, I done that one good. That's one car that got built right.' If I could do my best I'd get some satisfaction out of working, but I can't do as good work as I know I can do."

Questions

1. What kinds of economic activity are described in this case?
2. Why do you think this worker feels the way he does toward his job?
3. How do you think you would feel if you were a worker on the 'iron horse' assembly line?

Case #3 - The Dropout

"Joe Sorrentino has 25 scars on his hands to prove that he is a street fighter. By the time he was 20, he had flunked out of high school four times, had been booted out of the Marines, and had lost 30 jobs. The second oldest of seven children, Joe always wanted to be an 'achiever', and in his neighborhood an achiever had to be handy with his fists. A veteran of more than 100 rumbles, Joe was put on probation by a juvenile court after one particularly bloody street fight. When he was in his first year of probation, he flunked out of high school. Not long after he enrolled in another high school at night--he failed there also. In a third try at high school he didn't last a semester.

"At 14, Joe had begun trying his hand at various job, achieving a record for failing which was 'better' than even his school career. On his first day of work at a bleach factory, he attempted to carry 10 gallons of bleach to a truck he was loading and dropped all 10. Joe later worked in a sweater factory, where he had the embarrassing experience of being awakened from a nap by the president of the company. Another job opportunity for Joe came through a furniture company's ad in the newspaper which read: 'Want ambitious young man who seeks responsibility.' After a month of aligning wheels of teacarts, he got tired of responsibility.

"Joe enlisted in the Marines when he turned 18 but could not stand the discipline, and rebelled. He fought with recruits, rioted in the mess hall, and tried to run away. Judged an 'incorrigible' by the Marines, he was sent packing with a general discharge. Back home, he was a hero to his old street-gang buddies. But within himself, Joe felt ashamed. At 20, he came to realize that his only chance for a better life was through education. So he went back to high school, for the fifth time, at night, working days in a supermarket. After two years, he graduated with the highest average in the night school's history.

"In June of last year, 30-year-old Joe Sorrentino was a law school graduate. Joe has received several offers to work for law firms. Instead, he wants to serve a term as an assistant U.S. or State attorney in California."

Question

1. Identify some of the attitudes and values that Joe had before he finished high school, and compare them with his later outlook on life.

SURVEY OF PREFERRED OCCUPATION

A. The Occupation

B. Promotion and Advancement

1. Jobs through which I might enter the field
2. Promotional opportunities
3. Related occupations to which I might transfer

C. Employment Opportunities and Trends

1. Immediate employment outlook
2. Possible employment trends during the next ten years

D. Wages and Hours

1. Salaries
   a. Beginning salary
   b. Salary range related to experience, promotional steps
2. Wages
   a. Average number of hours worked per week
   b. Average number of weeks worked per year; seasonal aspects
3. Vacation provisions
4. Fringe benefits (insurance, medical pensions, expense accounts, etc.)

E. Working Conditions

1. Place of employment, transportation required
2. Physical surroundings, morale factors, health conditions
3. Employee and employer organizations
4. Other conditions

F. Training Requirements

1. Level of education required for entry and for promotions
2. Types of post high school education necessary
   a. Where to obtain it
   b. Type, cost, and length of training
3. Other requirements, such as licenses, special examinations, membership in tools and equipment, unions or other worker organizations

G. Personal Qualfications

1. Physical and mental requirements
2. Personality characteristics

H. Summary

1. Advantages
2. Disadvantages

WORKER INTERVIEW - INTERESTS AND ABILITIES

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?
2. How did you perceive this kind of work before you got into it?
3. Is it different from what you expected? If so, how is it different?
4. What are some of the abilities that a person needs in order to do this work?
5. Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.
6. What are your greatest satisfactions from having this job?
7. What things about the job do you like least?
8. What do you see yourself doing ten years from now?
9. Based on your experience, what information or advice would you give to someone who is still in high school?
10. How interesting is your work?
11. How interesting was school to you? What were high and low interest areas?
12. What hobbies and leisure interests do you have?
13. What person or persons do you see as having influenced your career thus far?
14. What do you see yourself doing a) five years from now? b) ten years from now?

SCHOOL SUBJECTS AND WORK EXPERIENCES

Subjects	Grades	Things I disliked about each	Things I liked about each
Agriculture			
Art			
Business Education			
English (includes speech, journalism)			
Foreign Language			
Health			
Home Economics			
Industrial Arts			
Mathematics			
Music			
Occupations			
On-the-Job Training			
Psychology			
Physical Education			
Biological Science			
Physical Science			
Social Studies			
Other			
Work Experience			
Salary			

Discussion:

1. What patterns in your likes and dislikes are there which might affect your choice of vocation?
2. What do your grades and work reflect in terms of strengths and weaknesses which might affect your career choices?
3. What things, if any, about this record would you like to change? Can you change them?
4. Would you like this group or class to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

IMMEDIATE VERSUS LONG-TERM REWARDS CHART

Directions: Select three occupations which are of interest to you. Write in the names of those three on the chart in spaces provided at the top. For each of the three occupations, indicate your evaluation of the occupations on the factors listed on the left by marking (+) for good and (-) for poor in the squares. Factors 9 and 10 are additional factors which you consider very important.

	Entry	Five Years	Entry	Five Years	Entry	Five Years
1. Weekly earnings						
2. Working conditions						
3. Co-worker relations						
4. Independence						
5. Variety						
6. Chance to be creative						
7. Learning opportunity						
8. Status						
9. Other rewards						
10. Other rewards						

A CASE STUDY

Develop several mock-up case studies using this format:

I. FAMILY

Male ____ Female ____ Age ____

Home is Rural ____ Urban ____ Suburban ____

Father's Occupation _____ Age _____

Mother's Occupation _____ Age _____

Number of brothers Younger _____ Older _____

Number of sisters Younger _____ Older _____

Write a few sentences summarizing each of the following:

II. GENERAL BACKGROUND

A. General School Achievement

B. Aptitudes and disabilities (strengths and areas for growth)

C. Interests

D. Attitudes, Values

E. Personality

III. WORK EXPERIENCE

IV. CLIENT'S STATEMENT OF THE PROBLEM OR DECISION TO BE MADE

V. COUNSELOR'S DIAGNOSIS (You are the counselor)

VI. COUNSELING TREATMENT

A. Information gathering

1. What alternatives has the client explored?

2. What alternatives should the client explore further?

3. How can the client do this?

B. Decision making

1. What is the general direction the client wants to go?

2. What purposes must the long-term decision that he makes serve for him?

3. What purposes must the immediate decision he makes serve him?

4. What are the limits of the situation within which the client must operate? (education, finances, ability, draft status, family commitments, parental pressures, etc.)

C. Counselor recommendations

D. Plan of action accepted by the client

VII. PROGNOSIS (prediction as to what will happen as a result of the above treatment)

VIII. FOLLOW-UP (when and how will you evaluate the client's progress?)

DECISION MAKING STRATEGIES

		Desirability of Course of Action	Probability of Success
1.	The "wish strategy": Involves choosing what you want most regardless of risk or cost.	High	Low
2.	The "escape strategy": Involves choosing to avoid failure.	Low	Middle to High
3.	The "sage strategy": Involves choosing the most probable success.	Middle	High
4.	The "combination strategy": Involves choosing the most desirable and the most probable:	Middle to High	Middle to High

Discussion: What things do you need to know in order to apply each of these strategies? Think of examples of each one.

SENIOR HIGH EDUCATIONAL PLAN SHEET

NAME _____ GRADE _____

NINTH GRADE	TENTH GRADE
	Date Changes
English	English
Social Studies	Physical Education & Health
Physical Education & Health	
Science 9	
Math 9 or Algebra I	
Elective	
Band or Choir or Orchestra	

ELEVENTH GRADE	TWELTH GRADE
Date Changes	Date Changes
English	English
American History	Senior Social Studies

TENTATIVE CAREER GOALS

	Date
	Date
	Date
	Date

POST HIGH SCHOOL FOLLOW-UP

3 years _____
5 years _____
10 years _____

LIFE PLANNING LABORATORY

Time: 9:00 - 7:00

Purpose: To help participants clarify and identify their role in life, and to think constructively and realistically about the future. To help students in the process of influencing their own futures.

Structure: Students, in groups of 4 or 5, work through a series of structured activities which are completed in 2 one-half day sessions.

(Optional) Draw picture of self at age 10
Unstructured sharing

I. Life Line (20 minutes)

Draw base line marked by 2-year segments, up to and beyond present age. Life line can be horizontal or a curve representing "ups and downs." Indicate significant events of past life--key or turning points. Project line and events into the future as you see it.

Share and explain the life line and significant experiences with others.

II. Self-Description (30 minutes)

Write 10 adjectives or descriptive phrases (on separate pieces of paper) which apply to or describe you as you are now. Arrange them in rank order (1 being most descriptive of you or most important).

Explain and discuss your self-description with your group. Give feedback to others as they share their items.

III. Eulogy and Epitaph (10 minutes)

Eulogy: Write your own eulogy and epitaph, as you would like to have appropriate when you die; perhaps the kind of thing you'd like to have read at a memorial service for you. Not where you are or what you are now, but where you'd like and hope to be and what you'd like and hope to be by that time.

Epitaph: Inscription for tombstone.

Share eulogy and epitaph with each other (20 minutes).

IV. Fantasy

Take a point 5 or 10 years from now. Fantasize the "perfect week." What will you be doing, who will be with you, where will you be, what will you be like, etc.? (10 minutes)

Share the fantasies with the others.

Optional for tonight. If this is where I want to be, what do I need to start doing now? What do I need to stop doing? These action components can be shared and discussed with partners so that they can give feedback and perhaps give you other things you hadn't thought of. (20 minutes)

V. Life Inventory (10 minutes)

Filling out forms answering the items in VI.

VI. Discussion of Life Inventory (60 minutes)

Items: Great or peak experiences I've had.
Things I do badly and/or would like to stop doing.
Things I do well.
Things I would like to learn to do well and/or experiences I would like to have.

VII. News Release (15 minutes)

May be feature article...but fairly brief (1 page)...news release on your life written by either a close friend, colleague, or a professional reporter at some point fairly far down your life line. Write what you would like to have written about you and what you might also be able to accomplish...a statement you like to read...include your predominant life roles/accomplishments/pleasures...

VIII. Sharing of News Releases (45 minutes)

IX. Goal Setting (50 minutes)

Things I want to do starting right now.
Long-term goals.
How do I get started?

X. Evaluation and Closing

INTERVIEW WITH PEOPLE IMPORTANT TO YOU

1. When you decided to go into this particular field, how did your parents react? Grandparents?

2. Did they react primarily to the choice you made or to the manner in which you made the choice? Why?

3. How did your friends react to your career choice?

4. Did your career decision have any effect on the lives of your parents or friends? If so, describe that effect.

5. Did your decision change your relationship with your parents? friends? (frequency of contact, status.)

6. Do you have the same (or the same type of) friends now as then? If not, describe the differences.

7. Did your decision affect your social life? If so, how?

8. If you are married, how did your career choice affect your spouse:

   a. home life easier or more difficult?
   b. able to go out more or less often?
   c. any effect on number or care of children?
   d. any effect on the kind or number of friends your spouse has?
   e. are you together more?
   f. able to vacation satisfactorily?

9. How have your co-workers reacted to changes in your job situation?

LIFE STYLE AND LIFE SPACE CONCEPTS

Write a brief definition of the words or phrases below.

1. job
2. position
3. occupation
4. career pattern
5. work history
6. life styles
7. vocational life stage
8. self-concept and self-image
9. creative leisure
10. work
11. vocational
12. avocationa
13. life space
14. serial careers

Optional: Try to describe by graphs, pictures, or charts the preceding concepts.

VOCATIONAL LIFE STAGES

		(Age)
1.	IDENTIFICATION WITH A WORKER. Father, mother, other significant persons serve as "models." The concept of working becomes an essential part of your life.	5-10
2.	BECOMING PRODUCTIVE. Learning to organize your time and energy to get a piece of work done (schoolwork, chores). Development of pride and independence.	10-15
3.	ACQUIRING IDENTITY AS A WORKER. Choosing and preparing for an occupation through education and training. Getting work experience as a basis for occupational choice and for economic independence.	15-25
4.	BECOMING A MATURE PERSON. Mastering the skills of your occupation. Moving up the ladder within your occupation. Achieving security and affiliation.	25-40
5.	HELPING TO MAINTAIN A PRODUCTIVE SOCIETY. Emphasize shifts toward the society and away from the individual aspects of the worker's role. The individual sees himself as a responsible citizen in a productive society. He pays attention to the civic responsibility attached to his job. He is at the peak of his occupational career and has time and energy to add broader types of activity. He pays attention to introducing younger people into stages 3 and 4.	40-65
6.	CONTEMPLATING A PRODUCTIVE AND RESPONSIBLE LIFE: This person is retired from his work or is in the process of withdrawing from the worker's role. He looks back over his work life with satisfaction, sees that he has made a social contribution, and is more or less pleased with it. While he may not have achieved all of his ambitions, he accepts his life and believes in himself and his identity as a productive person of dignity and worth. Pursues avocational interests.	65+

Discuss: What elements could be added or rearranged?
In what ways do these stages fit or not fit the people you know?

VOCATIONAL INVESTIGATION WORKSHEET

The following is an outline to aid you in determining what you ought to investigate of a job analysis.

Job Title

A. Nature of the Work
   1. What kind of a job is this?
   2. What work would I actually perform if I were to enter this field?

B. Personal Requirements
   1. What type of interests does this job require?
      a. Do I possess these interests?
      b. How does my interest relate to the interest requirements of this job?
      c. Do my hobbies bear any relation to the types of interests required by this job?
      d. Could I develop interests such as this job requires?

   2. What abilities would I have to possess in order to enter and perform this job?
      a. Do I really possess these abilities?
      b. How do I know I possess these abilities?
      c. What do my tests indicate?
      d. Could I achieve or learn the skills necessary for this job?

   3. What type of personality does this job require?
      a. What are some personal qualities that would be necessary in this job?
      b. Do I possess these qualities?
      c. If not, could I develop these personal qualities?

   4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc?

   5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values or attitudes?

C. Preparation Required to Enter and Perform this Job
   1. Educational requirements
      What level and type of education is required (high school, college, trade school, apprenticeship, etc.)? Do my achievements thus far (grades, tests) indicate that I can reach this level of education? Are there any reasons why I cannot reach this level of education?

   2. Job experience required yes __ no __
      Type and length
      Next job in line of promotion
      Promotion opportunities

   3. Other Requirements: Union
      License
      Special Examinations

   4. Supervision

SOURCES OF CAREER INFORMATION

Sources of Information	Job Duties/Tasks	Related Jobs	Industries Where Jobs are Located	Local Employers or People in This Job	Future Outlook	Hours and Wages	Values/Life Style	Educational Requirements/ Opportunities	Training Requirements/ Opportunities	Special Requirements	Working Conditions	Ability/Aptitude Requirements	Physical Demands of Job	Interests Associated with Job	Relation of Job Tasks to Data, People, Things	Promotional Ladder	
BOOKS: (suggested)																	
D.O.T. (Vol. I & II)	X	X	X						X		X	X	X	X	X		
Handbook of Job Facts	X	X															
S.R.A. Dict. of Vocational Training Sources								X									
Armed Services Handbook								X	X								
Occupational Outlook Handbook	X	X			X	X		X	X		X	X					
PAMPHLETS:																	
A.P.G.A. Publications																	
S.R.A. Exploring the World of Jobs	X					X		X	X		X	X	X				
B'nai B'rith (vocational)					X	X		X	X		X						
P.P.S. Publications MN Dept. of Educ.																	
OCCUPATIONAL BRIEFS:																	
Able Vocational-Technical Job Information	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	
Chronicle	X							X			X	X					
Career	X					X	X	X	X		X	X					
S.R.A.	X					X	X	X	X		X	X					
LOCAL SOURCES OF OCCUPATIONAL INFORMATION:																	
Job Slides, Tapes	X			X		X									X	X	
Personal Interviews	X			X		X	X			X	X			X	X	X	
Visits to Industry	X		X	X		X	X		X		X		X				
Tours-Voc-Tech Facilities								X	X								
Chamber of Commerce			X	X													
Bureau of Empl. Security	X	X	X	X	X	X	X	X	X	X	X	X	X				
Community School Dir.	X	X				X	X	X	X					X			
School-Community Liaison Organizations			X	X						X						X	

CAREER INFORMATION EVALUATION GUIDELINES

Title of Information _____

Source of Information _____

Evaluated by _____ Date _____

	Weak	Fair	Strong
I. TIMELINESS	___	___	___
A. Is the publication up to date?			
B. Does it give an accurate description of the occupation as it exists today?			
II. OBJECTIVITY	___	___	___
A. Is the publication unbiased?			
B. Is it free from stereotypes?			
C. Is it free from job glorification?			
D. Does it use statistics properly?			
III. RELIABILITY	___	___	___
A. Does the publication identify the source of information?			
B. Is the author or source well qualified to discuss the occupation?			
C. Does the source substantiate its claims with data?			
IV. SPECIFICITY	___	___	___
A. Is the occupation clearly identified?			
B. Is the publication free from ambiguous statements?			
C. Is there sufficient degree of detail?			
V. COMPLETENESS	___	___	___
A. Does the publication cover most aspects of the occupation?			
B. Does it identify the demand for the occupation (local, national, etc.)?			
C. Does it specify entrance and training requirements?			
D. Does it indicate rewards and opportunities for advancement?			
VI. ATTRACTIVENESS	___	___	___
A. Is the information appealing to secondary school students? Jr. H. ___ Sr. H. ___			
B. Does the format have appeal?			

OVERALL EVALUATION:

Poor Fair Good Excellent

CLASSIFYING OCCUPATIONS

Select 4 occupations of your highest interest, list them below:

(1) _____ (3) _____

(2) _____ (4) _____

Using job analysis skills of interviewing and/or analyzing printed materials, classify several occupations for practice. Be sure you can correctly classify the occupations in which you are personally interested.

CATEGORY	#1	#2	#3	#4
INDUSTRY:				
Agriculture, Forestry and Fishing				
Mining				
Construction				
Manufacturing				
Transportation, Communication and Public Utilities				
Wholesale and Retail Trade				
Finance, Insurance and Real Estate				
Business and Repair Service				
Professional and Related Services				
Personal Services				
Entertainment and Recreation Services				
Public Administration				
DOT OCCUPATIONAL DIVISION:				
Professional, Technical and Managerial				
Clerical and Sales				
Service				
Farming, Fishing and Forestry				
Processing				
Machine Trades				
Bench Work				
Structural				
Miscellaneous				
EDUCATION:				
College				
Vocational-Technical				
On-the-Job Training				
None Specifically				
INTEREST FIELD:				
Personal/Social				
Natural				
Mechanical				
Business				
The Arts				
The Sciences				
MAJOR ACTIVITY INVOLVED:				
Working with:				
People and Animals				
Ideas				
Things				

OBSERVATIONS OF THE WORK MILIEU

I. Work Setting

- A. Name and address of employer
- B. Products or services
- C. Occupational title or position

II. Physical Features of the Work Environment

- A. Transportation to and from the job
- B. Travel requirements
- C. Mobility on the job
  1. Location of parking lot, access to buildings
  2. Location and attractiveness of cafeteria, washrooms, fire exits
  3. Space for movement
- D. Lighting, heat, humidity, ventilation
- E. Sanitation, orderliness
- F. Noise, vibration
- G. Health and accident hazards
- H. Other physical features

III. Psychosocial Features of the Environment

- A. Characteristics of employees
  1. Predominant age range
  2. Male vs. Female
  3. Minority group members
  4. Informal leader traits
  5. Professional (vocational) interests
  6. Recreational interests

- B. Interpersonal relations
  1. Isolated task vs. joint operation or team work cooperation required
  2. Opportunity for conversation during work
  3. Close vs. occasional supervision
  4. Supervisor expectations
  5. Socialization outside of work

- C. Other psychosocial features

IV. Physical Demands of Work Performed

- A. Sitting vs. standing
- B. Stamina required
- C. Visual acuity
- D. Color vision
- E. Agility or coordination
- F. Finger dexterity
- G. Strength required
- H. Other physical demands

V. Psychological Demands of Work Performed

A. Range of intelligence
B. Memory needed
C. Creativity needed
D. Precision and other pressures
E. Repetitive vs. variety
F. Adaptability to change
G. Stress of uncertainty or novelity
H. Other psychological demands

VI. Psychological Rewards of Work Performed

A. Autonomy, freedom of behavior
B. Responsibility vs. lack of responsibility
C. Exercise of initiative, judgment, creativity
D. Direct or indirect service to others
E. Helping with problems of our society
F. Other psychological rewards

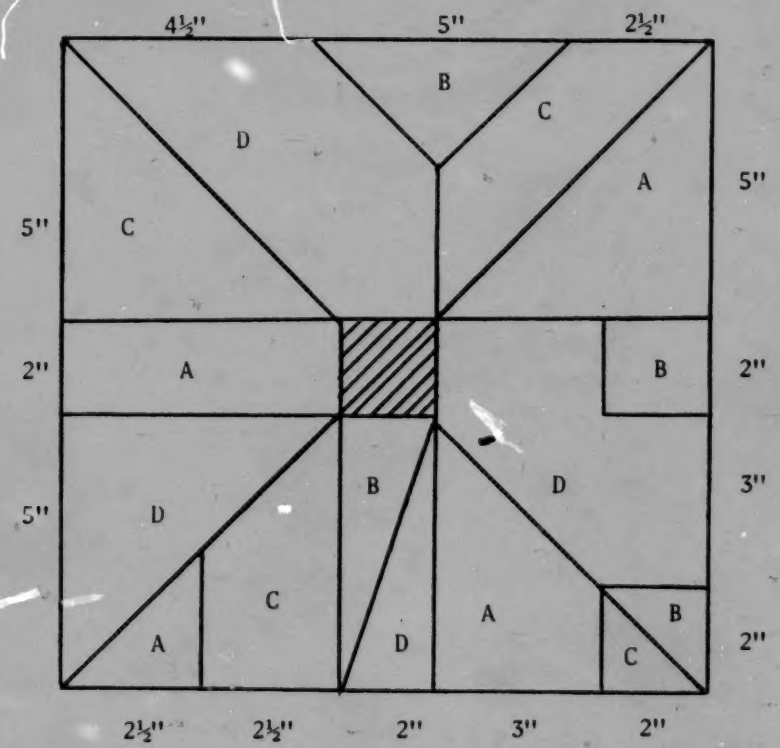
THE HOLLOW SQUARE EXERCISE

The exercise creates a laboratory setting for learning communication skills and the value of cooperation and involvement in team work.

The class is divided into a "planning team," "operating team," and "observing team" with specific directions for each.

The task is to build a hollow square (the pieces can be made from cardboard--see the key. Be sure to initially physically separate the planning and operating team. The lab takes 50 minutes and follow-up discussion is best right after the lab - so a total time block of 1 1/2 - 2 hours is preferred.

The Hollow Square Key



Briefing for Observing Team

You will be observing a situation in which a PLANNING TEAM decides how to solve a problem and gives instructions to an OPERATING TEAM ror implementation. The problem consists of assembling 16 pieces of cardboard into the form of a hollow square. The PLANNING TEAM is supplied with the general layout of the pieces. This team is not to assemble the parts itself but is to instruct the OPERATING TEAM on how to assemble the parts in a minimum amount of time. You will be silent observers throughout the process.

Suggestions for Observation

1. Each member of the OBSERVING TEAM should watch the general pattern of communication but give special attention to one member of the PLANNING TEAM (during the planning phase) and one member of the OPERATING TEAM (during the assembling period).

2. During the Planning Period watch for such behavior as this:

   a. The evenness or unevenness of participation among PLANNING TEAM members.

   b. Behavior that blocks or facilitates understanding.

   c. How the PLANNING TEAM divides its time between planning and instructing (how early does it invite the OPERATING TEAM to come in?).

   d. How well it plans its procedure for giving instructions to the OPERATING TEAM.

3. During the Instruction Period (when the PLANNING TEAM is instructing the OPERATING TEAM) watch for such things as these:

   a. Who in the PLANNING TEAM gives the instructions (and how was this decided)?

   b. How is the OPERATING TEAM oriented to the task?

   c. What assumptions made by the PLANNING TEAM are not communicated to the OPERATING TEAM?

   d. How full and clear were the instructions?

   e. How did the OPERATING TEAM members react to the instructions?

   f. Did the OPERATING TEAM feel free to ask questions of the planners?

4. During the Assembly Period (when the OPERATING TEAM is working alone) watch for such things as these:

   a. Evidence that instructions were clearly understood or misunderstood.

   b. Nonverbal reactions of PLANNING TEAM members as they watch their plans being implemented or distorted.

OBSERVER'S NOTES

Briefing Sheet for Planning Team

Each of you will be given a packet containing four (the number may vary) cardboard pieces which, when properly assembled, will make a hollow square design.

Your Task

During a period of 50 minutes you are to do the following:

1. Plan how the 16 pieces distributed among you should be assembled to make the design.

2. Instruct your OPERATING TEAM on how to implement your plan (you may begin instructing your OPERATING TEAM at any time during the 50 minute period - but no later than 5 minutes before they are to begin the assembling process).

General Rules

1. You must keep all pieces you have in front of you at all times.

2. You may not touch or trade pieces with other members of your team during the planning or instructing phase.

3. You may not show the sheet (with the detailed design) to the OPERATING TEAM at any time.

4. You may not assemble the entire square at any time (this is to be left to your OPERATING TEAM).

5. You are not to mark on any of the pieces.

6. Members of your OPERATING TEAM must also observe the above rules until the signal is given to begin the assembling.

7. When time is called for your OPERATING TEAM to begin assembling the pieces you may give no further instructions, but are to observe the operation.

Briefing Sheet for Operating Team

1. You will have responsibility for carrying out a task for four people according to instructions given by your PLANNING TEAM. Your PLANNING TEAM may call you in for instructions at any time. If they do not summon you before _____ you are to report to them anyway. Your task is scheduled to begin promptly at _____, after which no further instructions from your PLANNING TEAM can be given. You are to finish the assigned task as rapidly as possible.

2. During the period when you are waiting for a call from your PLANNING TEAM, it is suggested that you discuss and make notes on the following:

   a. The feelings and concerns which you experience while waiting for instructions for the unknown task.

   b. Your suggestions on how a person might prepare to receive instructions.

3. The notes recorded on the above will be helpful during the work group discussion following the completion of your task.

Possible Learning From Communication Experiment

Problems Which May Occur When One Group Makes Plans Which the Other Group is to Carry Out

1. Planners sometimes impose restrictions on themselves which are unnecessary.
2. It is sometimes difficult for planners to see the task from the point of view of the operators.
3. Sometimes in planning more attention is given to details while the larger clues and possibilities go unnoticed.
4. Planners sometimes fail to apportion their time wisely because they plunge into the act of planning before they think through their entire task and the amount of time available to them.
5. Planners sometimes have different understandings of their task and the boundaries in which they must operate.
6. When members of a planning team fail to listen to one another, it necessitates frequent efforts to clarify - with the resulting loss of time.
7. Sometimes planners fail to use all the available resources.
8. Sometimes planners fail to prepare a proper physical setup for the working team.
9. Sometimes planners become so involved in the planning process that they do not plan their method of instructing the implementers.

Common Problems When Planners Instruct Operators

1. Sometimes planners do not consider the operators' anxieties when they orient them to the environment and task.
2. Planners may not allow enough time for instruction and help the operators to "get set" and feel comfortable for the job.
3. Planners may not encourage questions from the operators and therefore assume greater understanding than the operators have.
4. The planners' own feelings of anxiety or security are likely to be transmitted to the operators.
5. Planners sometimes give detailed instructions before giving the operator an "overall" feel of the task.
6. Planners sometimes stress minute problems which concerned them while ignoring more important points.
7. The instructions may be given in a way that discourages members of an operating team from working as a team.

Common Problems When Operators Carry Out the Plans of Others

1. If instructions are confusing, operators tend to display irritation toward each other as well as toward the planners.

2. If instructions are unclear, considerable time will be spent in repeating for clarification.

3. Members of an operating team will often have different perceptions of their instructions.

4. The factor of pressure will influence different operators in different ways - the efficiency of some will go up and the efficiency of others will decline.

5. If members of an operating team do not feel themselves to be a team, they will usually perform less efficiently. (During some periods one person may be working on part of the problem all alone while the others wait inactively for him to complete the task.)

N A S A EXERCISE

Group Decision Making

This is an exercise in group decision making. Your group's task is to organize in the best way possible in order to bring about the best decisions possible regarding the problem at hand. First choose a pilot of your space crew who will act as group chairman. He may, if he chooses, appoint other officers (i.e., a secretary to act as recorder of the decisions, an observer to suggest ways of helping the group processes, etc.)

Once the decision of who is to be the pilot has been made, that person should hand in his copy of this instruction sheet with the following filled in:

Pilot: _____

Members:

_____

_____

_____

_____

_____

_____

(If any of the other members are appointed to positions please note.)

Decision Adequacy

Criteria for judging team decision making.

1. Member satisfaction.
2. Creativity of solution, if appropriate to process and/or content, (beyond that of any individual).
3. Use of everyone's contribution.
4. Accuracy or validity of decision.
5. Speed of decision process.
6. Other...

KEY

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. Give members only the list of items.

Little or no use on moon	15	Box of matches
Supply daily food required	4	Food concentrate
Useful in tying injured together, help in climbing	6	30 Feet of nylon rope
Shelter against sun's rays	8	Parachute silk
Useful only if party landed on dark side	13	Portable heating unit
Self-propulsion devices could be made from them	11	Two .45 caliber pistols
Food, mixed with water for drinking	12	One case dehydrated Pet milk
Fills respiration requirement	1	Two 100 lb. tanks of oxygen
One of the principal means of finding directions	3	Stellar map (of the moon's constellation)
CO_2 bottles for self-propulsion across chasms, etc.	9	Life raft
Probably no magnetized poles; thus useless	14	Magnetic compass
Replenishes loss by sweating, etc.	2	5 gallons of water
Distress call when line of sight possible	10	Signal flares
Oral pills of injection medicine available	7	First aid kit containing injection needles
Distress signal transmitter possible communication with mother ship	5	Solar-powered FM receiver-transmitter

GROUP SUMMARY SHEET

	Individual Predictions										
	1	2	3	4	5	6	7	8	9	10	Group Prediction
Box of matches											
Food concentrate											
50 feet of nylon rope											
Parachute silk											
Portable heating unit											
Two .45 caliber pistols											
Pet milk--one case dehydrated											
Two hundred pound tanks of oxygen											
Stellar map (of the moon's constellation											
Life raft											
Magnetic compass											
Five gallons of water											
Signal flares											
First aid kit containing injection needles											
Solar-powered radio											

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Note: "Decision Adequacy" Criteria Page

SELF-EVALUATION OF LEADERSHIP RESOURCES

				I would like to do more:	
A.	Dealing With Human Relations				
	1. I recognize how other people feel:				
	Little	Some	Much	Yes	No
	2. I call other people by their first name (or personal preference):				
	Little	Some	Much	Yes	No
	3. I listen carefully to what others say:				
	Little	Some	Much	Yes	No
	4. I encourage others in their efforts:				
	Little	Some	Much	Yes	No
	5. I compliment others on their achievements:				
	Little	Some	Much	Yes	No
B.	Dealing With Problem-Solving Tasks				
	1. I try to get activities started:				
	Little	Some	Much	Yes	No
	2. I try to find out what the other choices are or ways to do something:				
	Little	Some	Much	Yes	No
	3. I try to get everyone's ideas and opinions into a decision:				
	Little	Some	Much	Yes	No
	4. I give information whenever I can:				
	Little	Some	Much	Yes	No
	5. I try to be sure everyone knows what we have done:				
	Little	Some	Much	Yes	No

WHAT IS SENSITIVITY TRAINING?

Sensitivity training has been described with different labels including T-grouping, encounter grouping, human potential development, human awareness, confrontation, marathons, human relations training, etc. Since aboue 1960 various applications of social psychology in human relations training has become almost a social movement with all ranges of enthusiastic support and severe criticism. Because of the variety of experiences lumped into sensitivity training, it is difficult to describe the objectives or techniques involved as well as any evaluation.

In general, there appears to be two general areas of objectives. One goal area is to develop personal awareness or knowledge of oneself as a social being. This is accomplished by creating a group climate of helpfulness, trust and openness. Experiences and feelings about oneself and relationships within the group form the content of study and discussion. A skillful trainer is required to direct the group in ways that emphasize individual strengths and recognizes an individual's freedom and responsibility for his own growth. The second general goal area is to learn various skills of group dynamics such as group decision making, communication in a group and the nature of organizational change. Group exercises or laboratory situations are often created for simulating group tasks and interpersonal relationships for the purposes of studying the process involved in a climate of understanding and helpfulness.

A PROJECTED MANPOWER TREND

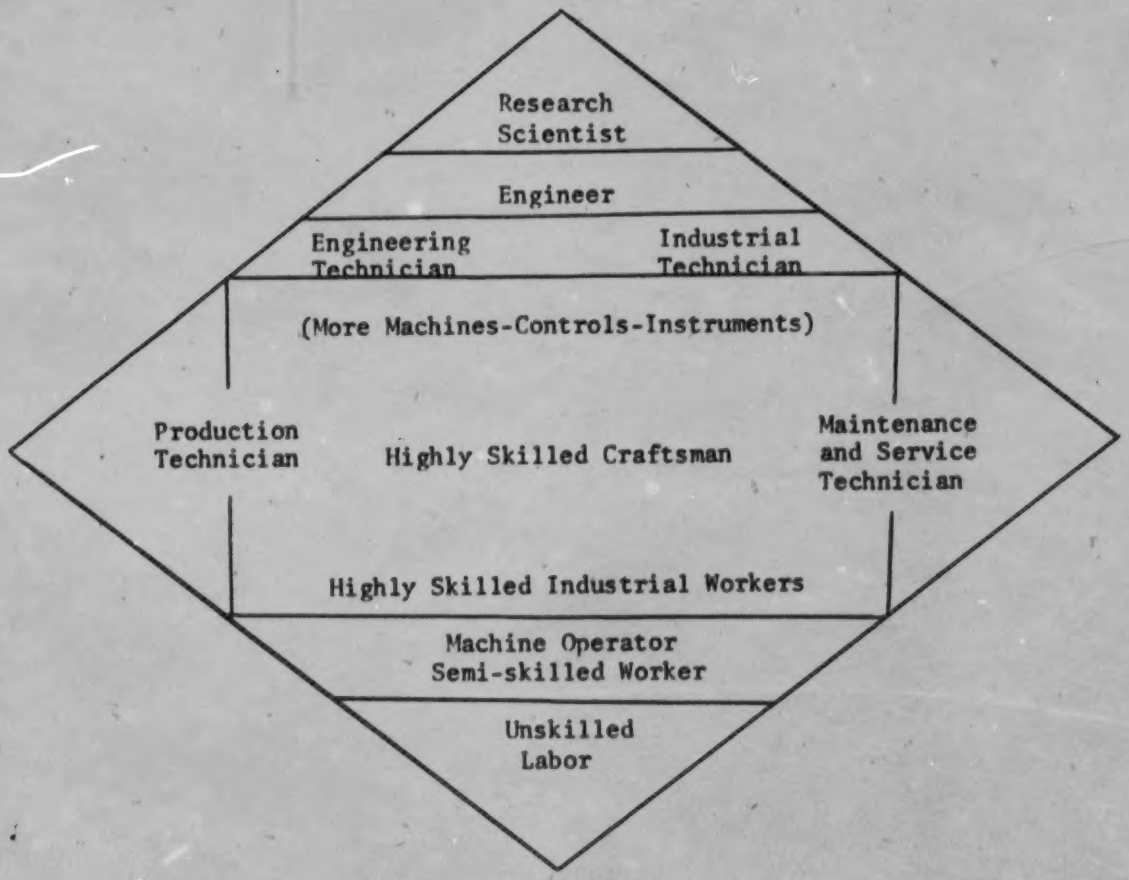
INCREASING DEMAND FOR TECHNICIANS
AND HIGHLY SKILLED CRAFTSMEN

Projection 1:

SCIENTIFIC AND TECHNICAL KNOW-HOW WITH BROAD BASE OF PRACTICAL AND HIGH STANDARD MACHINE SKILLS

Projection 2:

TEAM CONCEPT SKILLS INVOLVING BETTER HUMAN RELATIONS AND ATTITUDES FOR INTERDEPENDENT WORK FUNCTIONS



Projection 3:

DECREASING NEED FOR SEMI-SKILLED WORKER OR MACHINE OPERATOR AND UNSKILLED LABOR

IN GENERAL: THIS TREND PREDICTS MORE ATTENTION TO BETTER TRAINING AND A FULLER REALIZATION AND DEVELOPMENT OF POTENTIAL ABILITIES OF ALL LEARNERS AND WORKERS

HIGH SCHOOL WORK EXPERIENCE PROGRAM

Some basic issues in establishing a work program include accordance with child labor laws including the minimum wage law, the responsibility for developing school and/or community work stations, incentives for students, i.e., salary, token earnings, recognition and school credit. The development of school subjects or activities with work related experiences has been one way of providing high school students with work samples and simulated and pre-work experience without having to contend with employment regulations and entry level skill proficiency.

To what degree career exploration, interpersonal skill development or other student outcome objectives are emphasized provide direction to the program organization.

Organizational Questions Include:

A. Student selection, i.e., age, aptitude, school interest.
B. Nature of work related experiences: work samples, simulations, school classes, regular youth employment in or out of school.
C. Student incentive system, recognition, course credit, material rewards, token salary, regular minimum wage, or a combination of incentives.

Some examples of work experiences which could be developed in school or in the community as work samples simulated experiences or direct employment include:

Some School Subject Examples	Career Field	Work Samples
English	Adwriters	Answer phone, write ads, proofread ads
Science	Medical Technician	Type blood, test urine, use microscope
	Horticulturist	Graft plants, classification of seeds, roots, transplanting
Industrial Arts	Carpenter	Plane, saw, nail, assemble, materials planning, blueprint reading
	Photographer	Take pictures, load camera, develop pictures, equipment maintenance

School Department Examples	In-School Work Station Experiences
Physical Education	Record keeping, inventory, game posters, posture charts, diagramming stunts and plays, referring younger students

English	Making library lists, mounting pictures, making graphs, mounting transparencies, bulletin boards, duplicating materials
Building Maintenance	Sweeping, dusting, cleaning blackboards, erasers, lockers, furniture, drinking fountains, moving supplies, refinishing desks, repairing lockers, window screens, some mechanical repairing
School Store	Selling, record keeping, inventory, advertising
Teacher and Counselor Aide	Filing teaching materials, stamping, stapling, bulletin boards, messenger, alphabetizing, telephone answering, duplicating materials, tutoring students, maintaining and developing career development materials

STUDENT EVALUATION (For use by student and supervisor)

NAME _____

WORK STATION _____

SUPERVISOR _____

WEEK ENDING _____

	Seldom Observed	Sometimes Observed	Usually Observed
1. USE OF TIME: is productive for the entire work period			
2. DEPENDABILITY: attendance			
follows directions			
productivity			
3. INITIATIVE: seeks out additional tasks when scheduled work is completed			
4. ATTITUDE: pleasant, willing worker			
respectful of others			
cooperative - works well with others			
behaves appropriately			

RATING OF WORK EXPERIENCE

Student's Name _____ Employer _____

INSTRUCTIONS: Read each question carefully. From the possible answers listed, circle the phrase which describes this employee most accurately. Any additional comments you wish to make will be helpful.

1. Considering his time spent on the job, how much is he absent?

   a. seldom b. less than average c. average d. more than average e. very often

2. How often is he late for work?

   a. very often b. more than average c. about the same as others d. seldom e. never

3. How would you describe his accident rate for a beginner on the job?

   a. extremely high b. higher than average c. average d. few instances e. no accidents

4. Compared with other beginners, how frequently does he need supervisory help?

   a. never b. almost never c. once in a while d. often e. very often

5. Do you think he would do better if he were on some other kind of job?

   a. definitely yes b. probably c. I'm not sure d. no e. definitely no

6. How does the quality of his work compare with other beginners?

   a. much worse b. worse c. about the same d. better e. much better

7. Would you consider him for a promotion to a position of more responsibility if you could make the decision?

   a. definitely not b. probably not c. I'm not sure d. probably yes e. definitely

8. If the decision were up to you, would you give him a raise in pay right now?

   a. definitely not b. probably not c. I'm not sure d. probably yes e. definitely

I AM...?

Objectives:

The purpose of this activity is to look more closely at individuals in a group.

Time: Approximately 20 minutes

Description of Task:

Divide the class into groups of 4 to 6 members. Four questions come up when new members of a group meet:

Who are we?
Why are we here?
What shall we do?
How will we function?

Take the question "Who am I?" Have each member write down privately a single phrase that describes who he is. After about 30 seconds, pause and ask each member to write down another phrase that describes who he is. After another 30 seconds, do this again, until each member has written about five or six phrases which tell "Who Am I?"

Then ask the seminar members to analyze publicly what they have written down.

1. How many wrote down their name first?
2. How many wrote down their position? oldest or tenth grader
3. How many wrote down their sex?
4. How many wrote down nationality?
5. How many wrote down race or religion?
6. How many wrote down political affiliation?

If true to form, by the time you get to number four, you often get at the more private, interpersonal information. The longer you work at this, the more you get into areas of deeper significance to you. The first things written down tend to be the things most people already know--name, position.

Illustrates the idea that people see themselves in many ways and each individual brings many things to a group:

1. Our values and beliefs
2. Our attitudes about self
3. Attitudes toward others
4. Attitude toward the world
5. Loyalties, affiliations, identifications
6. Repertoire of behavior skills
7. How we communicate. How we send, receive, interpret
8. Our expectations and hopes

Evaluation:

For 10 minutes, in group discussion, ask the students what they learned and how they felt. How do they react to this method of getting to know someone. Did the exercise help to get to know people in a more meaningful way?

PEER EVALUATION FEEDBACK

I am interested in learning more about my effectiveness as a person in a group such as ours. Would you please help me by rating my behavior in this group on the attached sheet according to the following scale:

1. I frequently show this behavior.
2. This behavior was evident but not marked.
3. I rarely behaved this way.
4. This behavior did not occur.

Thanks for your help. _____

		1	2	3	4
1.	Levels with other members.				
2.	Contributes to the group.				
3.	Expresses self clearly and concisely.				
4.	Summarizes where group stands on issues.				
5.	Contributes without shutting the gate on others.				
6.	Helps to get to the gist of issues.				
7.	Yields to group pressure, conforms.				
8.	Provides helpful feedback to group members.				
9.	Listens with understanding to what others say.				
10.	Takes lead in selecting topics.				
11.	Helps members express their ideas and feelings.				
12.	Shows interest in people and their ideas.				
13.	Knows when to talk and when to listen and does so appropriately.				
14.	Helps others feel at ease.				
15.	Helps group to stay on target.				
16.	Shows that he likes us.				

		1	2	3	4
17.	Tends to wander off the topic.				
18.	Dominates and imposes his will on the group.				
19.	Annoys others.				
20.	Sets himself apart from the group.				
21.	Blocks the group's development.				
22.	Puts group goals above personal needs.				
23.	Competes with others rather than cooperatively solving problems.				
24.	Shows lack of concern in learning from feedback.				
25.	Runs away when faced with a problem.				
26.	Shows evidence of being well-informed regarding the task.				
27.	Contributes ideas that move the group toward its goals.				
28.	Does his homework rather than rely on others.				
29.	Creatively applies knowledge to solution of problems.				
30.	Functions, in general, as a helpful and productive group member.				

OBSERVATION GROUP SKILLS (INTERMEDIATE)

Participation

One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

1. Who are the high participators?

2. Who are the low participators?

3. Do you see any shift in participation, e.g., highs becoming quiet; lows suddenly becoming talkative. Do you see any reason for this in the group's interactions?

4. How are the silent people treated? How do you think their silence is interpreted by the others? as consent? as disagreement? as disinterest?

5. Who talks to whom? Do you see any reason for this in the group's interactions?

6. Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

Task Functions

These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before them.

1. Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?

2. Does anyone attempt to summarize what has been covered or what has been going on in the group?

3. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?

4. Who keeps [illegible]oup on target? Prevents topic jumping or going off on tange[illegible]

Maintenance Functions - Human Relations

These functions are important to the morale of the group. They maintain good, harmonious working relationships among the members and create a group atmosphere which enables each member to contribute maximally. They insure smooth and effective team work within the group.

1. Who helps others get into the discussion (gate openers)?

2. Who cuts off others or interrupts them (gate closers)?

3. How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?

4. How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

OBSERVATION SHEET FOR GOAL DIRECTED LEADERSHIP: ADVANCED TASK FUNCTIONS

Task Functions:

These leadership functions are to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem.

---Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
---Information or opinion seeking: Requesting facts; seeking relevant information about a group concern; making for suggestions or ideas.
---Information or opinion giving: Offering facts; providing relevant information about group concerns; stating a belief; giving suggestions or ideas.
---Clarifying or elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues before the group; giving examples.
---Summarizing: Pulling together related ideas; restating suggestions after the group to accept or reject.
---Consensus testing: Sending up "trial balloons" to see if the group is nearing a conclusion; checking with the group to see how much agreement has been reached.

Human Relations Functions

Functions in this category describe leadership activity necessary to alter or maintain the way in which members of the group work together, developing a loyalty to one another and to the group as a whole.

---Encouraging: Being friendly, warm and responsive to others and to their contributions; showing regard for others by giving them an opportunity for recognition.
---Expressing group feelings: Sensing feelings, moods, relationships within the group; sharing feelings with other members.
---Harmonizing: Attempting to reconcile disagreements; reducing tension by "pouring oil on troubled waters"; getting people to explore their differences.
---Compromising: When one's own ideas or status is involved in a conflict, offering to compromise one's own positions; admitting error; disciplining one's self to maintain group cohesion.
---Gate-keeping: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing the discussion of group problems.
---Setting standards: Expressing standards for the group to achieve; applying standards to evaluating group functioning and production.

Individual Needs

Functions in this category may or may not aid task performance or group loyalty, but are most often present either overtly or covertly.

---Aggressing: Attacking the group or problem being worked on; showing envy towards another's contribution by taking credit for it, etc.

---Depending: Endeavoring to identify himself with a strong individual or combination.
---Dominating: Attempting to assert authority or superiority to manipulate the group or certain members of the group. May take the form of flattery, status assertion, interrupting others, authoritative direction-giving, etc.
---Blocking: Resisting stubbornly or subtly, disagreeing unreasonably, bringing back an issue the group has rejected.
---Playboying: Making a display of his lack of involvement in the group's processes. This may take the form of cynicism, nonchalance, or horseplay.

SELF-EVALUATION OF GROUP WORK SKILLS

Please check which of the following roles you felt _____ exercised appropriately and adequately today.

_____ initiating

_____ gave information

_____ asked for information

_____ gave positive reactions or opinions

_____ gave negative reactions or opinions

_____ gave confrontation or reality tested

_____ gave restatement of other's contributions

_____ sponsored, encouraged, helped or rewarded others

_____ physical movement

_____ asked for comment on group's movement or lack of it

_____ asked for restatement

_____ tested for concensus

_____ expressed group feelings

_____ gave examples

_____ asked for examples

_____ gave clarification, synthesis or summary

_____ asked for clarification, synthesis or summary

_____ gave comment on group's movement or lack of it

_____ standard setting

_____ relieved group tension

_____ tended to block the group today by:

_____ aggressivity & hostility

_____ defensiveness

_____ competitiveness

_____ withdrawing

_____ horsing around/humorizing

_____ dominating

_____ status seeking

_____ hung onto & pled for pet idea

_____ rejecting

_____ agenda jumping

NAME _____

GROUP _____

EXERCISE ON LEARNING-WORKING CLIMATES

Learning about self, others, and groups is facilitated when a climate is created in which members feel free to be themselves. This means that members are most valuable when they are able to be themselves; they can give most when they are most themselves, and they can give least when they are boxed in a role.

The extent to which people seem free to be themselves appears to be highly correlated with the trust level existing in a group. When the trust level is low, people tend to be defensive, to adopt manipulative strategies, and to withhold information about themselves. When the trust level is high, defensiveness is reduced, information flow is increased, and manipulative strategies tend to disappear.

Creating a high trust level seems to be facilitated when there is an increase of awareness, self-acceptance, acceptance of others, and of problem-centering.

The purpose of this exercise is to examine some of the dimensions mentioned above to determine their effect on the group you are in.

Procedure:

1. Read the definitions given;
2. Complete the rankings called for;
3. When everyone has finished, compare rankings;
4. As a group, place one person in each of the dimensions listed;
5. Discuss and record what might be done to increase the trust level in the group.

Definitions:

A person may be said to be:

1. Aware, when outward behavior reflects inner feelings and thoughts; when there is an explicit recognition of how one's feelings are influencing behavior; when he recognizes and responds to feelings being experienced. Awareness may be marked by statements such as, "I feel somewhat at a loss," instead of, "We need a goal," or "I don't know what to do if we don't have a topic," instead of "We're just floundering without something we can get our teeth into," or "I'm not sure I want to say how I feel about you," instead of "I don't think we ought to get personal."

2. Self-accepting, when he is able to accept his own feelings without denying them or giving rationalizations for them, or apologizing for them. Self-acceptance may be evidenced by statements such as, "I'm bored with what you are saying," instead of "This is a boring topic," or "I'm angry at myself for being ineffective," instead of "This group is not getting anywhere."

3. Accepting of others, when he is able to receive the feelings and thoughts of others without trying to change them; when he is able to let others be themselves even though their mode of being is different than his; may be evidenced by listening to try to understand; listening without trying to refute; not trying to argue down; asking questions to insure understanding of what the other is experiencing; or not sitting in judgment on the other.

4. Supportive, when he seeks ways to help others reach goals that are important to them; when he tries to understand what others want to do although he may not agree with their conclusions; or when he encourages others to try behavior which may be new to them; may be seen in statements such as "Could you tell me how I might help you reach your objective," or "I am not sure I agree with what you are proposing, but I support your effort to get something going," or "Let me see if I understand what you want us to do."

5. Risk taking, when he goes beyond the known; when he experiments with new behavior; when he wants to accomplish something or to support someone else more than he wants to play it safe or keep his cool; when he is willing to risk being angry, anxious, caring, driving, or retreating, even though these may make him appear foolish or arouse anxiety on his part, or make him appear inept or unintelligent. May take the form of asking for feedback on behavior, when this has not been done before, or supporting someone when it is not clear what the consequences of supporting will be, or giving feedback to others on the feelings their behavior has evoked.

6. Problem-centering, when he focuses on problems facing a group rather than on control or method; when he tries to learn by solving problems rather than by getting someone else's solutions. May be seen in efforts made to try to find out what is blocking a group, or in efforts to try to increase personal effectiveness, or in efforts to go beyond symptoms. Problem-centering rests on the assumption that more work gets done when individuals and groups learn how to solve problems, than by maintaining a certain control pattern, a certain methodological pattern, a certain leadership pattern, or a certain feedback pattern.

7. Leveling, when he is able to be free and open about his feelings and thoughts; when his behavior outwardly is congruent with what he is experiencing inwardly.

Second Step

In the spaces provided below put in the names of one or two persons who most display in the group the kind of behavior described in the definitions.

		Your Nomination	Group Nomination
1.	Awareness	_____	_____
2.	Self-acceptance	_____	_____
3.	Acceptance of others	_____	_____
4.	Supportive	_____	_____
5.	Risk taking	_____	_____
6.	Problem-centering	_____	_____
7.	Leveling	_____	_____

Third Step

After eveyone has finished with their individual nominations, announce these and share the data on which the nominations were based. Then, as a group, place one name in each of the spaces provided. Try to reach a consensus in the group nomination, that is, try not to reach agreement by majority vote. Discuss the behavior until there is some agreement.

Fourth Step

Discuss and record below what can be done to increase the trust level in the group. Please turn in the completed exercise as you leave.

RELATIONSHIP STUDIES

1. Describe your partner's behavior in this group.

2. For contrast, select that person you feel is most globally different from your partner, and describe him.

3. Describe your behavior in your group.

4. Consider goals for personal growth.

GROUP GROWTH EVALUATION

Directions: In front of each of the items below there are two blank spaces. Rate your group on the characteristic as the group was initially and as it is now. Use a seven-point scale, where 7 is "very much" and 1 is "very little."

CLIMATE

Initially	Now		
___	___	1.	I am treated as a human being rather than just another group member.
___	___	2.	I feel close to the members of this group.
___	___	3.	There is cooperation and teamwork present in this group.
___	___	4.	Membership in this group is aiding my personal growth development.
___	___	5.	I have trust and confidence in the other members of the group.
___	___	6.	Members of this group display supportive behavior toward each other.
___	___	7.	I derive satisfaction as a result of my membership in this group.
___	___	8.	I feel psychologically close to this group.
___	___	9.	I get a sense of accomplishment as a result of membership in this group.
	___	10.	I am being honest in responding to this evaluation.

DATA FLOW

___	___	11.	I am willing to share information with other members of the group.
___	___	12.	I feel free to discuss important personal matters with group members.

GOAL FORMATION

___	___	13.	I feel that I am oriented toward personal goals rather than toward helping the group achieve its objectives.
___	___	14.	This group uses integrative, constructive methods in problem-solving rather than a win-lose approach.

___ ___ 15. As a member of this group, I am able to deal promptly and well with important group problems.

___ ___ 16. The activities of this group reflect a constructive integration of the needs and desires of its members.

___ ___ 17. My needs and desires are reflected in the activities of this group.

CONTROL

___ ___ 18. I feel that there is a sense of real group responsibility for getting a job done.

___ ___ 19. I feel manipulated by the group.

___ ___ 20. I feel that I manipulate the group.

PARTICIPATION, INFLUENCE, ATMOSPHERE

1. Participation. Observe for differences among members in the amount of verbal participation.

Who are the high participators? Who are the low participators?

*Participants who shifted in their degree of participation.

2. Influence. Influence and participation are not the same. Some people may talk a lot yet not be listened to by others; some may speak only a little, yet others tend to listen to them.

Who are the high influence members? Who are the low influence members?

*Participants who shifted in their degree of influence.

3. Atmosphere. People differ in the kind of atmosphere they like in a group. See if you can differentiate between people preferring a friendly, congenial atmosphere and those preferring a more conflict oriented atmosphere.

Who preferred a friendly, congenial atmosphere? Who preferred an atmosphere of fight and disagreement?

LEADERSHIP FUNCTIONS

1. The more that group members share in the leadership functions...

   --the better their own motivation

   --the more are they ready to act in terms of the decision

   --the better the quality of the solution

2. A leader or chairman is a person who has been asked by the group to make sure that the leadership functions occur in the group. If no one else provides it, he must.

3. What leadership functions are provided depend upon the requirements of the situation.

   --if the air is tense, they must be mediators

   --if the goal is most important, they must be concerned with problem-solving steps

   --if the group is falling apart, they must act to increase group solidarity

4. Thus, there are no cookbook rules which are appropriate in all places. A good leader and a good member is a good diagnostician and a good technique inventor.

5. Keep discussion on the track; keep it always directed, but let the group lay its own track to a large extent. Don't groove it narrowly yourself.

6. Remember: The leader's opinion does count in the discussion, but keep your own view out of it as much as possible. Your job is to get the ideas of others out for airing.

7. If you see that some important angle is being neglected, point it out: "Bill Jones was telling me last week that he thinks...What do you think of that?"

8. Keep the spirits high. Encourage ease, informality, good humor. Let everybody have a good time. Foster friendly disagreement if it occurs. Listen with respect and appreciation to all ideas, but stress what is important, and turn discussion away from what is not.

9. Take time every ten minutes or so to draw the loose ends together: "Let's see where we've been going." Be as fair and accurate in summary as possible. Close discussion with summary--your own, the secretary's, or the observer's.

10. Call attention to unanswered questions for future study or for reference back to speakers. Nourish a desire in group members for continuing study and discussion through skillful closing summary.

A PROBLEM-SOLVING MODEL FOR INTERPERSONAL CONFLICT

Negotiation Steps

Step 1: Observe and describe conflict.
(It must be a shared or joint problem.)

Step 2: Think of possible alternatives or solutions.
(Brainstorming many alterantives proves helpful.)

Step 3: Evaluate and select from the alternatives.
(Use a mediator if necessary.)

Step 4: Work out how, when, and where or ways to implement solution.

Step 5: Evaluate how it worked.
Determine a trial period.

Feedback to Step 1.

TEACHER CONCERNS ABOUT SAME AGE HELPING

Do the helpers miss much work?

Help may be given for only selected portions of the class hour. Some of the helping skills and activities might be considered part of the curriculum.

Do the students being helped (the helpees) resent being helped?

This might depend on the helper and helpee skills used, as well as the general organization of the program.

How are helpers and helpees picked?

There are several possibilities including a survey of student needs, interests and preferences.

Will parents object?

Parents have been reported to be enthusiastic about cross-age programs. Any large scale, same age programs would probably necessitate informing parents.

How do we handle the dangers of increasing classroom social stratification?

One possibility is to emphasize a broad range of helpee-helper skills so that most, if not all, students could experience both roles at the same time. Actually both roles are concurrent in any two-person interaction.

How do we directly teach helper-helpee skills?

Possibilities include refocusing some of the current curriculum, teaming with a counselor, offering some of the skills as a mini course or co-curricular activity.

EVALUATION FORM FOR CROSS-AGE TUTORING

completed by student-teacher

Name: _____

1.	Do you feel that your tutoree is learning from you?	Yes	No
2.	Do you enjoy tutoring?	Yes	No
3.	Does your student look forward to seeing you?	Yes	No
4.	Do you look forward to the tutoring time?	Yes	No
5.	Does your student show interest in the lessons?	Yes	No
6.	Do you tell your classmates about tutoring?	Yes	No
7.	Do you feel relaxed when you are working with your student?	Yes	No
8.	Does your student try hard?	Yes	No
9.	Do you think that your student respects you?	Yes	No
10.	Does your student tell you about himself?	Yes	No
11.	Does your student participate in the lesson by asking questions?	Yes	No

12. If you could change the teaching program in some way, what changes would you make?

13. Name one or two things you like about being in the tutoring program.

SURVEY FOR GROUP WORK

Purpose: In order for two or more people to work together, there needs to be good communication, use of individual talents and interests, and a feeling of trust and shared success.

1. List your interests in the unit we are going to study.

2. List ways you can contribute to a student project team (check all that apply).

   a. Background knowledge
   b. Reading skills
   c. Skill in initiating activities
   d. Skill in harmonizing people's feelings
   e. Skill in audio-visual presentations
   f. Library research skills
   g. Creative interests
   h. Oral presentations
   i. Interviewing skills
   j. Skill in handling number data, i.e., graphing
   k. Skill in encouraging people
   l. A good listener
   m. Sense of humor
   n. Other _____

3. List ways other students might help you - use same list as in No. 2 above - just list the letter of the alphabet of those you choose.

4. Based on all of the above, list five students whom you feel you could work with best:

5. List three students whom you feel might be the hardest for you to work with:

RULES FOR DECISION MAKING IN GROUPS AND ORGANIZATIONS

Step 1 Decide how to decide. This may be accomplished by choosing either majority vote or consensus to decide how decision will be made.

Step 2 Specify clearly what is to be decided, or define precisely the issue to be resolved.

Step 3 Identify all possible alternatives. This may be accomplished by polling members of the group, by making a list from member suggestions, and/or having some members identify alternatives to which others agree. It is important to insure that all members of the group have the freedom to speak if they wish to. To find this information, you may have to see that each member is asked to participate.

Step 4 Explore each alternative

a. Identify the advantages and make a list.

b. Identify the disadvantages of each. Remember to ask in ways that will get all members to participate.

Step 5 Explore and elaborate the "personal" wants of each individual in the group (e.g., what can each member give to the alternative and what can each member expect to receive from the alternative chosen?). It may be that each member will have to attempt to identify his personal involvement in each alternative.

Step 6 This step is your first choice point. Information should be gathered and summarized by this step. Now select the alternative that has the most advantages and has the most value to the individual group members. Alternatives have value to people when people can both give and receive from the implementation of the alternative chosen.

Step 7 If a decision is not made at this time then:

a. Explore for additional alternatives. This may require fact gathering by members of the group.

b. Make a tentative decision and "live it" as a group for a period of time.

c. Re-examine the individual wants of each member of the group. Are the perceptions each member has about the alternatives valid? Ask members for further clarification and elaboration of their personal involvement in each alternative.

Step 8 Now is the time to assess the group by summarizing and attempting to reach a decision on which of the alternatives has the most advantages and most value to the individual participants. This can be accomplished by one or two members making a summary statement and proposing the choice or motion of the group.

PROCESS OBSERVATION OF DECISION MAKING

1. Did the group clearly specify what is to be decided so that all understood?

2. Did the group discuss many possible alternatives before deciding?

3. Were the views of all the members (even less active ones) elicited?

4. Can all of the group members work to improve the problem area chosen?

5. Was the condition that all group members should be able to work toward improving the problem area discussed and resolved by the group?

6. Were all of the suggested alternatives explored to discover their advantages and disadvantages?

7. When discussing and when arriving at a final decision was silence interpreted as agreement?

8. The decision was made by:

   a. One person
   b. A minority of persons
   c. A majority of persons
   d. Consensus of all members

ORGANIZATION MODELS OF DECISION MAKING

Model of Group Organization	Characteristics	Results from Consistent Use	Most Effectively Used
Authoritarian or Autocratic Decision Making	- All policies and procedures are determined by the leader without explanation. - Techniques and activities are communicated by authority, one step at a time. Subordinates are kept in the dark as to what the future might hold for them. - The leader or leaders remain aloft. - The leader or leaders initiate all activity.	- Morale is lowered, employees become irritable and aggressive. - Employees become completely dependent on the leader or leaders. - Work stops when the leader is away. - Discipline and excessive griping become a problem. - Excessive absenteeism. - Passive resistance to rules, production standards, and changes.	- In emergencies. - In situations where there is a pressure of time (often) an overused rationale). - In situations where there is poor discipline, discord in the group. - With poorly trained people who lack interest in the job. - At times when all other methods fail.
Participant Decision Making (Maximum Consensus)	- Where possible, policies are matter for group discussion. - The leadership clarifies goals and objectives. - Leadership seeks to draw ideas and suggestions from the group or team. - Leadership often consults with subordinates.	- Morale usually better and employees work on more friendly basis. - Relationship between formal leadership and workers is free and improved. - Loyalty to group or organization increases. - Time is lost in discussion and delay in getting work started. - Some workers or team members will not cooperate. - Troublesome in emergencies and time consuming.	- With individuals and groups trained in the process. - Personnel of equal rank and highly motivated groups. - With specialists and older, experienced personnel. - With "touchy" individuals. - In developing assistants and leadership resources.

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Model of Group Organization	Characteristics	Results from Consistent Use	Most Effectively Used
Permissive or Low Structure Decision Making	- Leadership is passive. Group has complete freedom in making policies and decisions. - Leadership makes few suggestions and rarely takes initiative - Makes no effort to evaluate work of group. - Exercises minimum of control.	- Haphazard. Work progresses at a slow rate. - Much activity, but little production. - Develops initiative. - Much time is lost in arguments. - Much shirking and non-cooperation.	- Highly trained and responsible individuals who are specialists. - In situations where subordinates have had more training and experience. in their job than the leaders. - Where accountability is insured by other means.

CONSENSUS DECISION MAKING

The Task:

Students read the statements below and check whether they agree or disagree with each statement. Time: About 5 minutes. Divide the class into groups of 4 to 6 members. Each group agrees or disagrees unanimously with each statement as a group. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to promote unanimity. Be ready in 15 minutes to have your group recorder report your decisions and any word changes.

Key: "A" if you agree; "B" if you disagree.

( ) 1. A primary concern of all group members should be to establish an atmosphere where all feel free to express their opinions.

( ) 2. There are often occasions when an individual who chooses to remain as a part of a working group should do what he thinks is right regardless of what the group has decided to do.

( ) 3. It is sometimes necessary to use autocratic methods to obtain democratic objectives.

( ) 4. Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.

( ) 5. In the long run, it is more important to use democratic methods than to achieve specific results by other means.

( ) 6. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object.

( ) 7. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.

( ) 8. When the leader is doing his best, one should not openly criticize or find fault with his conduct.

( ) 9. Most any job that can be done by a committee can be done better by having one individual responsible for it.

( ) 10. By the time the average person has reached maturity it is almost impossible for him to increase his skill in group participation.

( ) 11. Much time is wasted in talk when everybody in the group has to be considered before making decisions.

( ) 12. In a group that really wants to get something accomplished, the leader should exercise friendly but firm authority.

Discuss the problems of achieving consensus, as well as the advantages. Consider alternatives such as compromises, stop gap consensus or "end around" consensus - the latter two involving finding areas of agreement and working around or skipping over unagreed areas, at least temporarily.

SEVEN C's OF SUCCESSFUL TEAM EFFORT

There are seven interpersonal issues which determine the success of any team effort. They are:

1. Commitment - the degree of commitment each member has to both the goals and the methods of reaching those goals as decided by the team.

2. Control - people differ in the amount of control they wish to maintain over those around them and in the amount of control they wish to have others impose on them. Some control is obviously necessary in any organization. How much and how it gets exercised must be worked out within the group.

3. Closeness and Cohesion - the amount of interpersonal closeness which is desired and which is necessary for any group effort is difficult to assess. Some group members want warm, close relations with everyone, while others prefer to maintain more social distance.

4. Conflict Management - if two people think exactly alike, there is no need for one of them - therefore, in the push-pull of team effort, conflict is to be expected. Conflict can be handled through various approaches, including using a problem-solving model of generating a wide range of alternates and selecting the one most agreeable to all.

5. Creativity - most people have much more creative potential than they realize. It takes courage to reach "far-in" and come up with something "far-out." It also takes a feeling of support from each other - a healthy respect for each person's individuality. But without it, a team is "hum-drum."

6. Cooperation/Competition - the proper balance between a genuine cooperative atmosphere in which each wants to pull at least his share of the load, and a healthy sense of competition which fosters that extra bit of effort, is difficult to maintain, but just being aware that a balance is needed may help.

7. Corporate Planning - real corporate planning takes time. It's easier to assign responsibilities and "take turns" than it is to do real "corporate" planning and "team" teaching, but if the other 6 C's are taken care of, corporate planning becomes both satisfying and productive beyond that possible by any individual. The whole becomes far greater than the sum of its parts.

IN-BASKET: SIMULATION OF MANAGERIAL PROBLEM SOLVING

Goal

To extrapolate general management principles through personal involvement with managerial problem-solving.

Group Size

An unlimited number of participants. Discussion groups of not more than twelve each may be formed.

Time Required

Approximately three hours.

Materials Utilized

I. One envelope containing the ten pieces of correspondence forming the "in-basket" for each participant.

II. Paper clips (approximately ten per participant).

III. Approximately fifteen sheets of paper and one scratch pad per participant.

IV. Ball point pen for each participant.

V. Tables or comfortable writing surfaces.

VI. "In-Basket" Instructions for each participant.

Physical Setting

Room large enough to provide comfortable facilities for writing. It should be possible to rearrange the chairs for small group discussions.

Process

I. The facilitator may wish to begin with a general introduction to the types of management principles he wishes to illustrate by means of this exercise. He will find the overall form of this experience to be flexible enough to provide for many different managerial settings, and he may write his own in-box items from the suggested types illustrated here.

II. Participants are instructed to find a comfortable place in the room for working by themselves. (Variation: The facilitator may elect to establish pairs or teams.)

III. The facilitator distributes "In-Basket" Packets, pens, paper, scratch pads, and paper clips to the participants.

IV. Following the distribution of "In-Basket" Instructions to each participant, the facilitator allows the group to read the instructions and provides answers to any questions concerning procedures for this experience.

V. The facilitator allows an hour and a half for the actual "in-box" task.

VI. When the time is up, the facilitator forms groups of not more than twelve participants each.

VII. The facilitator asks the small groups to share their in-basket correspondence and to extrapolate general management principles from their discussion of the merits of various approaches to problem-solving.

VIII. The facilitator leads the entire group in a short summation of the management principles which they have inferred from their small group discussion.

IX. The facilitator should be ready to highlight the key principles involved in his choice of in-basket items.

The items in this in-basket exercise should elicit management guides around the following issues:

1. Do you want ex-convicts working around your youth centers? To what degree is your function rehabilitation?

2. As a public official, can you accept gifts?

3. As a manager, should you serve as a "collection agency"?

4. How responsive should a secular organization be to pressure from religious factions?

5. What is your responsibility to enforce the law? How will a planted "stoolie" affect your relationship with the youths who attend youth center functions?

6. What guidelines should you have for accepting tax write-off gifts?

7. What guidelines can be established for dealing with adverse publicity?

8. To what degree should one be influenced by political pressure?

9. How responsive should public organizations be to pressure from minority groups?

10. What are the moral responsibilities of a public manager with regard to his subordinates?

Process Observation

Observers can make observational reports at the same time as working or report to whole group after work session.

IN-BASKET INSTRUCTIONS

A. Instructions

Please place yourself in the position of LaMar G. Harris, Executive Director of the Hampshire Community Development Program. Respond to each of the ten items in your in-basket correspondingly.

Do not tell what you would do--do it. If you would choose to write a letter to Mr. Elwood Brown about his proposed "Teen-agers Trash Removal Project," actually write the letter and sign your name to it.

Do not write on the in-basket materials. Scratch pads have been provided.

When you finish your response to an item, fasten it to the in-basket correspondence to which it refers and place it back in your envelope.

You will be given ninety minutes to complete the ten items; apportion your time accordingly.

Have in-basket materials made up by using student assistance and include:

a. A description of the Hampshire Community Development Program.
b. The personnel of the organization.
c. Letters of correspondence.
d. Organizational memos.
e. Phone messages.
f. Newspaper articles.

WORK ORGANIZATION

I. Introduction: Work organization is part of the more general category of organizational psychology, which deals with such problems as communication and styles of leadership. The term "organization" can be defined in many different ways. Generally speaking, an organization may be defined as two or more persons combining their activities to accomplish shared goals. A "work organization" is distinguished by the kinds of goals people are sharing. The goals in a work organization usually include rewards in the form of salary; the goals in an industrial work organization usually include profit-making and marketing. The essential characteristic of a work organization is that it involves people; a cabinetmaker and his assistant, as well as a large industrial factory, can constitute a work organization.

II. Dimensions of Work Organizations: The kinds of dimensions along which a work organization varies determine the workings of that organization. In industrial psychology there are two main categories of organizational dimensions--physical and psychological.

A. Physical Dimensions: The aspects of organization generally included under physical dimensions are size, physical structure, complexity, technology, communications networks, and official decision making procedures (although the last two are sometimes considered part of the psychological dimension).

1. The first category, size, has an effect on almost every other aspect of organizational dimensions. The size of the work organization affects mainly the kind, but not necessarily the degree, of the workers' identification with the organization. The way in which a worker relates to his work product varies according to the size of the work organization, as does the amount of influence the worker can have on his organization.

2. The second category, the physical structure of the work organization, may be subdivided into geographical structure and official chart structure.

a. The difference between working in a factory that houses 30,000 workers and working in a department store catalog room that houses three workers is indicative of the influence of geographical structure.

b. The official organizational chart structure determines whether an organization is a staff organization or a line organization in regard to decision making. In a staff organization, staff personnel influence organizational decision making by virtue of their expertise; their role in decision making is advisory, however, and not direct. In a line organization, there is a direct chain of command that exercises direct and official control over decision making within the organization.

In addition, chart structure may determine whether the organization has a tall structure or a flat-line structure. These terms refer to the number of levels that separate the decision makers in an organization from the workers who carry out the decisions. The diagrams in Fig. 1 indicate tall and flat-line structures. In the former, the workers are removed by several layers from decision making; in the latter, the workers are removed by only one layer.

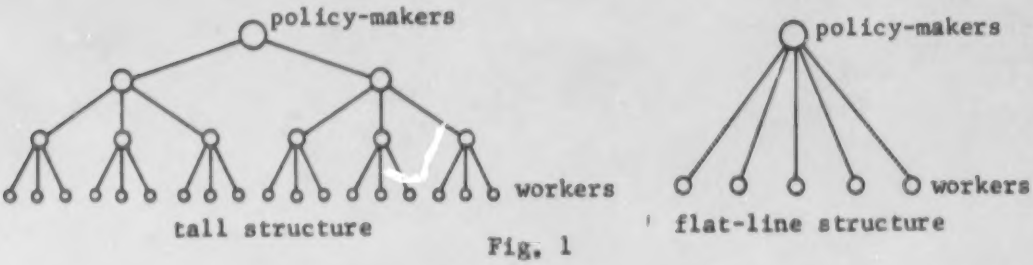

Fig. 1

These structural differences influence the degree of difficulty that people at the lower levels of an organization have in communicating grievances to those who make policy decisions.

c. Another consideration in regard to organizational structure is that every organization has both a formal and an informal structure. Because of variations in such personality characteristics as individual initiative, the official, formal, charted structure of an organization rarely corresponds exactly to the chain of responsibility that actually exists in that organization. An industrial psychologist, Beverly von Haller Gilmer, has observed that the structure of work organization in modern society is, in fact, changing due to modern technology. The chain of responsibilities in work organizations used to be much like a pyramid, with relatively few people involved in policy-making at the top, and many involved in carrying out policy at the bottom. Today, however, organizational structures reflect more closely the shape of the diagram in Fig. 2, the greatest number of people being involved in coordinating activities between the policy-makers and the workers.

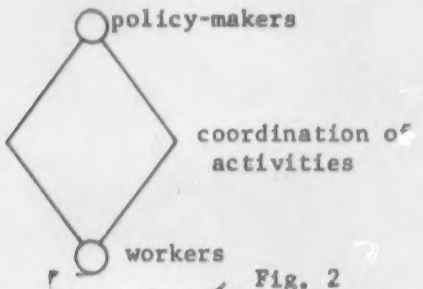

Fig. 2

3. The third physical dimension of work organizations is the complexity of the organization. Complexity can exist in the variety of purposes within the organization, or in the differentiation of tasks with one purpose. An example of a multipurpose organization is an airline company that is involved in running an airline, operating a chain of hotels and running a catering service. An example of a unipurpose organization is a company that makes pianos. Because of the differentiation of tasks with one purpose, piano-making may require a complex organizational structure. In this type of organization people with different skills work toward the same goal.

4. The fourth physical dimension is technology. Different companies use different production techniques. The production techniques used often determine the kinds of jobs available in the firm. Technology is, therefore, crucial to many of the other organizational dimensions, since a change in technology may completely change the kinds of jobs that have to be done.

5. The communications network of the organization is a fifth physical dimension. Some studies of communications networks have been carried out in laboratories, and a few in industrial organizations. These investigations have sought to determine how readily information can be passed within an organization, and in what directions information can readily flow. In some organizations, all-direction communication, in which information flows readily from decision makers to workers and vice versa, may be inappropriate.

6. The last physical dimension is official decision making procedures within the organization. This dimension has several aspects: 1) which people in an organization are included officially in decision making (staff personnel, line personnel, or both); 2) what kinds of decisions are made by which classes of personnel; 3) whether the workers at the lower levels of the organization have a role in decision making; 4) whether the same people who make decisions are responsible for those decisions once made; and 5) how information that influences decision making is collected. Concerning this last aspect, all information on any one problem may be collected at once before the decision is made, or just enough information to satisfy minimal criteria for decision making may be collected at any one time. The latter method is called satisficing. The manner in which information is collected may determine the quality of the decision.

B. Psychological Dimensions: The major categories of the psychological dimensions of work organizations are the purposes, or goals, of the organization, the leadership aspect of the organization and the psychological climate of the organization.

1. Some studies have been done by Chris Argyris to determine whether organizational goals conflict with individual goals in a work organization. Argyris believes that it is possible to satisfy both organizational and individual goals at the same time, but that this is not yet being accomplished in modern industry. Conflicts between the two kinds of goals have a negative effect on the achievement of organizational goals. Argyris argues, therefore, that organizational maintenance (by which he means attending to individual goals) should be recognized as extremely important to the achievement of organizational goals.

2. The leadership aspect of the psychological dimension involves the authority structure and the mechanisms by which assigned responsibilities are carried out. How are rewards and punishments administered within the organizational system?

3. Lastly, the psychological climate of an organization may be demanding, competitive, agressive, etc. Psychologists have recently developed organizational personality scales to measure how similarly an organization is perceived by people on all levels within the organization and by people outside of the organization. The question raised by this personality scale is: Should the personality of the worker be matched to the organizational personality in order to more fully satisfy organizational goals?

III. Change: The common factor in all organizational structures is change. All organizations are changing structures, by virtue of the fact that organizations are composed of people who have limited tenure. Organizations do, however, differ in the rate of change according to the purposes of the organization, its technology, its size, etc. But the implication of change is crucial: the laws of interaction that we use to explain empirical data in work organizations must be constantly re-evaluated.

NEGOTIATING FOR MEANING: PHASE II

1. A says something to B with the same rules as before.

2. B responds as in Quarter Two with "What I think you mean is _____."

3. A and B negotiate until they are in complete agreement about what A really meant and A is able to respond to B with "Yes, that is exactly what I mean." Do not embellish or go beyond the original meaning and don't try to psychologize each other. Simply attempt to get at the exact meaning of what was said. C observes again.

4. Repeat steps 1, 2 and 3 twice more.

5. Reverse the process with B initiating the statements and A responding (three times), and C initiating the statements and B responding.

6. Discuss the experience with each other. This may be followed by a short lecture or a discussion on Feedback (e.g.,--the Johari Window). This is designed to illustrate the self-correcting nature of feedback through two-way communication and to provide a transition to the next phase, which is a bit more threatening.

FEEDBACK: PHASE III

Theory Modeling. (Optional, it is suggested that only educators trained in group dynamics attempt Phase III.)

A is the "topic person" first. Each member of the trio is to give A some positive feedback as constructively as possible. This is to be done as follows:

1. B says to A. "An observation I have made you which I like is _____." B then shares with A an observation he has made about A to which B has positive feelings or impressions.

2. A responds with "What I think you mean is _____," and tells B what his spontaneous reaction was to B's feedback.

3. A then adds "My reaction to that is _____," and tells B what his spontaneous reaction was to B's feedback.

4. C observes, then goes through the same procedures with A.

5. B and C, in turn, become the "topic person" and receive positive feedback from the other two members of the group. Most people, if they are willing to be honest, do have positive impressions of others, even though they may have never seen the other person before. Be as honest, specific and helpful as you can. Feedback is the process by which we learn to relate to each other.

6. Discuss the experience either in your group or with the whole class.

This may be followed by a brief summary of the purposes listed at the beginning, emphasizing clearly the "relationship" dimension of communication, as well as guidelines for giving and receiving feedback.

PARAPHRASING: PHASE I

Paraphrasing involves restating what another person has said, using one's own words. It is a communication skill that implies a caring for what the other person has said. The function of paraphrasing is twofold: to check to see that the communication is understood and to communicate understanding to the other person.

The Task:

Practice in listening with meaning and observing communication processes.

The Procedure:

A trio Round Robin exercise - three rounds of 5 minutes each.

1. In each round (5 minutes):

   Person A will make statements, he is the message sender.

   Person B will paraphrase the first person's statements with the response - "What I think you mean is _____," he is the message receiver.

   Person C will observe the interaction and report after B has finished according to these guidelines:

   - Did the receiver listen to all of the message?
   - Did the receiver distort the message to conform to his expectations of what he thought the sender was going to say?
   - Did the receiver understand the underlying meaning of the message?

   Repeat the steps with a second and third statement by Person A.

2. In Round Two, Person B will send 3 messages repeating the above steps with C paraphrasing and A observing.

3. In Round Three, Person C will send 3 messages repeating the above steps with A paraphrasing and B observing.

CONSTRUCTIVE LEVELING OR FEEDBACK

1. Focus leveling on behavior rather than the person.

   It is important that we refer to what a person does rather than comment on what we imagine he is. This focus on behavior further implies that we use adverbs (which relate to actions) rather than adjectives (which relate to quantities) when referring to a person. Thus, we might say a person "talked considerably in this meeting," rather than that this person is "a loudmouth." Focus only on changeable behaviors.

2. Focus leveling on description of specific behaviors and reactions rather than global judgments.

   The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

3. Focus leveling on behavior related to a specific situation, preferably to the "here and now" rather than to behavior in the abstract, placing it in the "there and then."

   What you and I do is always tied in some way to time and place, and we increase our understanding of behavior by keeping it tied to time and place. Information is most meaningful if given as soon as appropriate after the observation or reactions occur.

4. Focus leveling on the sharing of ideas and information rather than on giving advice.

   By sharing ideas and information we leave the receiver free to decide for himself in the light of his own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell him what to do with the information, and in that sense we take away his freedom to determine what for himself is the most appropriate course of action as well as reducing his personal responsibility for his own behavior.

5. Focus leveling on exploration of alternatives rather than answers or solutions.

   The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution - which may or may not fit a particular problem (use a problem solving approach).

6. Focus leveling on helping the recipient, not on the value or "release" that it provides the person giving the feedback.

   The information provided should serve the needs of the recipient rather than the needs of the giver. Help and feedback need to be given and perceived as an offer, not an imposition.

7. Focus leveling on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.

   To overload a person with information is to reduce the possibility that he may use what he receives effectively. When we give more than can be used, we are satisfying some need for ourselves rather than helping the other person.

8. Focus leveling on time and place so that personal data can be shared at appropriate times.

   Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide information. Excellent information presented at an inappropriate time may do more harm than good.

9. Focus leveling on what is said rather than on why it is said.

   The aspects of information which relate to the what, how, when, where, of what is said are observable characteristics. The why of what is said takes us from the observable to the inferred, and brings up questions of "motive." To make assumptions about the motives of the person giving information may prevent us from hearing or cause us to distort what is said. In short, if I question "why" a person gives me feedback, I may not hear what he says.

Leveling is an extremely powerful technique. It can be used to destroy a person or it can be used to help him. The receiver can facilitate and enhance the leveling situation by developing a readiness for acceptance, being a good listener, giving support to the giver's efforts, and asking questions for examples of behavior that are related to the information which he is receiving. The greater the trust between people or within groups, the more easy it is to level. The greater the distrust, the more difficult it is to level, but the need for leveling is that much greater. One begins to break down the distrust by selecting areas in which the data are clearly objective and denotable, and the intentions of the leveler are clear and open. Once leveling has begun to develop, even with relatively insignificant kinds of material, trust begins to be enhanced within the group. As trust develops, leveling becomes more significant and more effective.

In short, the giving (and receiving) of information requires courage, skill, understanding, and respect for self and others.

GUIDELINES FOR:

A. Giving Feedback

1. Allows for receiver readiness

2. Is descriptive and specific, not interpretive

3. Covers recent happenings

4. Comes at appropriate times

5. Includes things that are new

6. Is on changeable things

7. Does not demand a change

8. Is not an overload

9. Is given to be helpful

B. Receiving Feedback

1. Checks understanding -- Use such behavior as paraphrasing to be sure you understand the meaning of the other's reactions. Watch out for becoming argumentative or taking a lot of time giving the rationale for your behavior, rather than working to understand the other's feedback to you.

2. Asks for feedback about specific things -- You can help the giver provide useful reactions by asking for feedback about specific things. This indicates your areas of readiness to receive feedback and helps him be specific rather than general.

3. Shares reactions to feedback -- Sharing your reactions to the feedback you have received can help the giver improve his skills at giving useful feedback. It also lets him know where he stands with you on a feeling basis so that the relationship can continue to grow. If he goes off uncertain about your reactions to his feedback, he may feel less inclined to risk sharing them with you in the future.

GIVING AND RECEIVING FEEDBACK IN A ROUND ROBIN TRIO

The Procedure: Round Robin of three rounds.

1. In each round:

   Two persons will each give and receive feedback. Each person has approximately 10 minutes to give and receive.

   The third person will observe for 20 minutes using Handout 54 as a guideline. The observer will share his reactions for 10 minutes.

2. The entire three rounds will last 90 minutes. In each 30-minute round, a different person will observe while the other two give and receive feedback.

OBSERVATION GUIDE FOR GIVING AND RECEIVING FEEDBACK

Write key words to remind you of what you hear and see while two trio members give and receive feedback. Try to <u>see</u> and <u>hear</u> as much as you can. Your job as observer is to be as much as possible like a candid camera.

In reporting your observations, use descriptive language; recall and report what you actually heard or saw. The form on the next page is to help record your observations. Put the names of the two people you are observing at the top of the page where indicated. The two columns under each name give space to note the things that person says and does in relation to any of the guidelines listed on the left when he is giver and when he is a receiver of feedback.

PREPARATION FOR GIVING AND RECEIVING FEEDBACK

Write things you "know," but have not shared, about the others in your trio. Next, write things you "know," but have not shared, about yourself.

Things I have seen and reactions I have had but have not shared:

Trio member's name _____

Things I have seen / Reactions I have had	I feel good about	I have some concern about

Trio member's name _____

Things I have seen / Reactions I have had	I feel good about	I have some concern about

Things about myself on which I would like to receive feedback:

Things I have done / Reactions to myself	I feel good about	I have some concern about

THE COMMUNITY ADVISORY COMMITTEE

It is the function of the Advisory Committee to assist the school in the development of a sound educational program. The Advisory Committee can have a great deal of influence in providing sound and legitimate input into the direction of a school program.

Some of the spoecific areas of advisor concern are noted here:

1. Determine and verify need for programs.
2. Assist in community surveys.
3. Provide business and industry support for programs.
4. Assist in determining criteria for evaluating the programs.
5. Interpret programs to the community.
6. Assist in establishing goals and standards for programs.
7. Provide community occupational information to the schools.
8. Consider work experience and job skill programs for students.

SURVEY OF SENIOR HIGH STUDENT ATTITUDES REGARDING CAREER DEVELOPMENT

Name _____(Optional)

Grade _____

1. How do you feel about the help available in picking electives? (Check as many as apply)
   _____ a. about right
   _____ b. too much
   _____ c. too little help - explain: _____
   _____
   _____

2. What did you consider in picking your electives? (Check as many as apply)
   _____ a. teachers' advice
   _____ b. counselors' advice
   _____ c. parents' advice
   _____ d. friends' advice

3. Have you had your school record (file in the Guidance Office) interpreted to you? ___ yes ___ no. (If yes, what items? Check as many as apply)
   _____ a. standardized test results
   _____ b. grades
   _____ c. other information, such as teacher comments

   A. If yes, how helpful was it? ___ much ___ some ___ none

   B. If not, do you feel it would be helpful? ___ yes ___ no

   C. How? _____
   _____

4. How much have courses you are taking or have taken in school influenced your thinking in your future education and career development? List the most influential courses: _____
   _____
   _____

5. How many different careers have you considered up to now?
   _____ none
   _____ 1
   _____ 2-3
   _____ 4-10
   _____ more than 10

6. Are you interested in education beyond high school? ___ yes ___ no

   If yes, who has influenced you?
   _____ parents
   _____ teachers
   _____ counselors
   _____ friends
   _____ religious contacts
   _____ other

Survey of Senior High
Page 2

7. If yes, what type of education are you considering? (Check those that apply)
   _____ a. Four-year college
   _____ b. Junior college (two years)
   _____ c. Technical or vocational school
   _____ d. Other
   _____ e. None

8. What type of encouragement for post high school education have you received?
   Parents:
   _____ encouraged college only
   _____ encouraged college or technical or trade school
   _____ no encouragement noticed

   Teachers:
   _____ encouraged college only
   _____ encouraged college or technical or trade school
   _____ no encouragement noticed

   Counselors:
   _____ encouraged college only
   _____ encouraged college or technical or trade school
   _____ no encouragement noticed

9. How do people important to you feel about your educational and vocational plans?

	Approve	Disapprove	Don't Know
Parents			
Teachers			
Counselors			
Friends			
Others			

10. What would you suggest for education on careers? (Check those that apply)
    _____ a. more counseling
    _____ b. more reading of autobiographies
    _____ c. more classroom study of different jobs
    _____ d. none of the above

11. List the school subject areas where different types of work (careers) have been discussed: _____ _____ _____ _____

12. Who was the most helpful to you in making your present career decisions? Indicate the order of importance by numbering 1, 2, etc.

_____ Teacher	_____ Yourself
_____ Counselor	_____ Religious contacts
_____ Parent	_____ Job contacts
_____ Friend	_____ No one

13. Who was most helpful in exposing you to the ideas of work and different occupations? Indicate the order of importance by numbering 1, 2, etc.

_____ Teacher	_____ Yourself
_____ Counselor	_____ Religious contacts
_____ Parent	_____ Job contacts
_____ Friend	_____ No one

Survey of Senior High
Page 3

14. Was there anyone in high school available to talk about occupations, to listen to your interests and evaluate your capabilities? ___ yes ___ no. If so, what area did he represent? (Examples: Math, Counseling, Science, Ind. Arts, etc.) _____

15. Is there a need for more specific programs in helping students to make career decisions in all academic areas? ___ yes ___ no.
    a. At what grade level? _____
    b. In what specific areas? _____
    c. Any specific programs? _____

16. Was the 9th grade vocational unit worthwhile? ___ yes ___ no. If yes, check the areas where your knowledge was increased:
    _____ self-knowledge
    _____ skill in decision making
    _____ knowledge of vocations
    _____ knowledge of educational opportunities

17. How helpful were the results of interest inventories used in the vocations unit?
    _____ very helpful
    _____ some help
    _____ no help

18. Do you feel that an elective course at the senior high level should be offered which is specifically designed to aid a student in post high school planning? ___ yes ___ no ___ don't know.

    If yes, what would you like to have included in this course? Check as many as apply:
    _____ self-knowledge
    _____ skill in decision making
    _____ knowledge of vocations
    _____ knowledge of educational opportunities

ORGANIZATIONAL DEVELOPMENT: STEPS

A. Identify the "Entry Point of Intervention" in career education in your area.

1. Determine where change has a moderate but not high need and a good chance of success. For example, helping a teacher or department develop a career unit instead of attempting to innovate a performance based student grading system which might be strongly opposed by some.

2. Determine the "target system" or who will be involved in the proposed change. For example, the target for your career education influence efforts may be individual students, classes, teachers, administrators, parents or groups such as subject area departments.

B. Identify the formal and informal power structure involved.

1. Determine who has legal power and can influence and can be influenced directly or indirectly.

2. Determine who has social and expert power and can be influenced- "support systems."

C. Establish open and direct communication with the "target system."

1. Listen to the target system, particularly for needs, feelings, and intentions.

2. Express your own needs, feelings, and intentions in a straightforward manner.

D. Analyze the decision making process involved in implementing the proposed career education change.

1. Determine how the decisions involving your proposed change will be made on a continuum from one person to an "integrated consensus."

2. Determine who will be involved in making the decisions involving your proposed career education change.

E. "Negotiate" specific objectives with the "client system."

1. Be clear about what are the mutually agreed upon goals or objectives; i.e., what is your role, what strategies will be used, what outcomes are desired?

2. Acknowledge mutual sources of power and change; i.e., what both you and the client system can contribute and gain from each other.

F. Deal with the resistance to the proposed career education change.

1. Identify who and on what basis the change is being opposed.

2. Attempt to incorporate some of the concerns of the resistance into the change proposal rather than overpowering them.

G. Utilize the principle of "successive approximations" in the gradual attainment of long-range goals.

1. Determine specific short-term objectives with high probability of success.

2. Gradually raise your expectations after ataining some momentum of success.

H. Evaluate and feedback to A.

CAREER DEVELOPMENT TEST

DIFFERENTIAL SCALE: Place an X through the response that most closely expresses your level of agreement or disagreement on each question. Abbreviations were used for strongly agree, agree, undecided, disagree, and strongly disagree.

1. The career stereotyping process is similar to racial prejudice.

2. Women now largely consider their potential work contributions to be equal to that of men.

3. Men now largely consider women's potential work contribution to be equal to that of men.

4. Salary is the single most important determinant for social standing in a community.

5. Career development is more of a sequence of decisions and choices over a lifetime than a concentrated decision process in one's youth.

6. A democratic vote is the most effective decision making strategy when commitment to action is required.

7. High school grades are better predictors of college grades than test scores.

8. High school industrial courses prepare students for entry into skilled trades.

9. Upon graduation from high school or college a final career choice is considered desirable by career development authorities such as Donald Super and Wes Tennyson.

10. Children should enjoy childhood without having to think about jobs so early.

11. Career development planning is relatively worthless because occupations are changing so rapidly.

MULTIPLE CHOICE: Put an X through the response or responses on the answer sheet that you feel are correct.

12. A student with percentile rank of 90 on a verbal reasoning test:
    A. has twice as much ability as one with a rank of 45.
    B. is of college ability.
    C. is in the top quarter of the norm group.
    D. all of the above are true.

13. The unit of measurement comparision used in measuring aptitudes is:
    A. the IQ
    B. the percent right on a test
    C. other people's performance
    D. all of the above

Career Development Test
Page 2

14. Standardized tests can best help us determine:
A. values
B. interests
C. personality traits
D. task difficulty
E. C and D
F. none of these

15. If we know an individual student's general level of scholastic aptitude we can safely predict his grades in future schooling:
A. sometimes
B. always
C. only for some schools
D. never

16. If we know a group of students' general level of scholastic aptitudes we can reasonably predict:
A. nothing
B. each student's grades
C. the group's success in college
D. their interests
E. all but A

17. In order for an 18-year old boy to enroll in a technical or skilled trade program at a Minnesota area vocational-technical institute, he would have to pay tuition of:
A. $750 a year
B. $600 a semester
C. $45 a month
D. none of these

18. The number of different occupations in the United States is:
A. decreasing
B. about 5,000
C. about 10,000
D. above 20,000

19. The most readable information survey source for occupational research is:
A. The DOT (Dictionary of Occupational Titles)
B. Employment Opportunities
C. The Occupational Outlook Handbook

20. What percent of students go on to earn a four-year college degree?
A. less than 10%
B. about 20%
C. about 50%
D. about 75%

21. What percent of students drop out before completing high school?
A. below 5%
B. about 10%
C. about 20%
D. about 35%

22. What percent of all occupations require a college degree?
A. less than 5%
B. 10-15%
C. 15-25%
D. 25-50%

23. Approximately how many area vocational-technical schools are there in Minnesota?
A. 0-10
B. 11-20
C. 21-30
D. more than 30

Career Development Test
Page 3

24. Each individual because of special interests, abilities, and educational opportunities is best suited for:
A. one job
B. a group of jobs
C. most jobs
D. any job of interest

25. There are three basic group leadership models.
A. True
B. False

26. Competition is not emphasized enough in our schools considering the nature of our economy.
A. Agree
B. Disagree

MULTIPLE CHOICE: Put an X over the correct letter or letters for each item.

27. The descriptions best applied to the concept of leadership in a group are:
A. unique personality traits
B. an aggressive, but sensitive personality
C. the personal resources to accomplish the task
D. friendliness

28. In developing group productivity, emphasis should be placed on:
A. cooperation
B. competition
C. the decision making process
D. the communication process
E. congeniality

29. The major reason that people get fired from their jobs is:
A. poor training
B. poor attendance
C. carelessness
D. can't get along with other people

30. In personal occupational planning, each student should study:
A. a few occupations
B. a career cluster
C. all occupations
D. the skills of personal planning

PROGRAM REACTION SURVEY

Staff

1. In what ways has the Career Development Program helped you to do a better job professionally?

   A. Increased my knowledge of career development concepts.
   B. Provided a vehicle for increasing curriculum relevancy.
   C. Provided useable materials for my work.
   D. Stimulated more team work.
   E. Increased community assistance in education.
   F. Other _____

   _____

   G. No help

2. Did you feel you had a voice in the implementation of the program, if you desired?

   ☐ Yes

   ☐ No

3. The amount of time required for this program was:

   ___ too much
   ___ okay
   ___ too little

4. The major objectives of the program as you see them are: (Check all appropriate answers)

   A. Meet national manpower needs.
   B. Develop specific student job skills before graduation.
   C. Integrate vocational and academic education.
   D. Help students select an occupation before graduation.
   E. Increase the use of community resources.
   F. Other _____

   _____

   G. Impossible to determine.

5. What are the highlights of the program? _____

6. In your opinion were the parents supportive in this program?

   ☐ Much ☐ Little

   ☐ Some ☐ None

7. Did this program duplicate what is being done already?

☐ Much ☐ Little

☐ Some ☐ None

If so, where? _____

8. What, if any, problems do you see associated with the program?

_____

_____

9. Were the materials developed useful?

☐ Much ☐ Little

☐ Some ☐ No help

10. Were the techniques developed useful?

☐ Much ☐ Little

☐ Some ☐ No use

MONTHLY OR RANDOM LOG OF CAREER DEVELOPMENT ACTIVITIES

Date _____
Name _____
Grade Level or Specialty _____

Career Development Activities	Total Number of Activities	Purpose: Student/Staff Community Outcome Objectives	Time Involved
1. Classroom Activities			
A. Teacher Presentations			
B. Student Presentations			
C. Outside Resource Presentations			
D. Library Research			
E. Materials Display			
F. Audio-Visual Presentation			
G. Other _____			
2. School Activities			
A. Committee Meetings			
B. Faculty Meetings			
C. Parent Meetings (Include PTSA)			
D. Individual Staff Conferences			
E. Indiv. Student Conferences			
F. Individual Parent Conferences			
G. Large Group Student Programs			
H. Other _____			
3. Community Activities			
A. Field Trip Planning			
B. Resource Speaker Planning			
C. Touring Work Stations			
D. Interviewing Workers			
E. Teacher-Worker Exchanges			
F. Other _____			

COMMUNITY REACTION SURVEY

Career Development Program Date _____

1. In general, I am aware of the Career Development Program:

☐ Yes ☐ No ☐ Unsure

2. The major objectives of the program, as you see them, are:
Please rank, 1 - being the highest priority objective
7 - being the lowest priority objective

___ a. Meet national manpower needs
___ b. Develop specific student job skills before graduation
___ c. Integrate vocational and academic education
___ d. Help students select an occupation before graduation
___ e. Increase the use of community resources
___ f. Create an awareness of the world of work
___ g. Impossible to determine
___ h. Other _____

3. In your opinion, are parents supportive of this type of program?

☐ Much ☐ Some ☐ Little ☐ No support

4. Are you supportive of this program?

☐ Much ☐ Some ☐ Little ☐ No support

General comments:

_____

_____

5. Up to now my involvement in the Career Development Program has been: (check all that apply)

___ a. As a parent
___ b. As a community employer
___ c. As a class resource speaker
___ d. As a school community tour host
___ e. Other
___ f. None

6. I would be willing to be involved in the Career Development Program in the following ways: (check all that apply)

___ a. As a class resource speaker
___ b. As a school community tour host
___ c. As a personal interview subject
___ d. Other
___ e. Not sure

7. I am answering this survey as a:

___ a. Parent
___ b. Business representative
___ c. Civic organization member
___ d. Educator
___ e. Other

THANK YOU

Gentlemen: I can give my assistance in the following:
___ Resource Speaker ___ Field Trips ___ Personal Interview

NAME _____
Please Print

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____ OCCUPATIONAL AREA _____

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